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ABSTRACT

Various types of early childhood education programs, supported by Title I funds, are assessed in this report. Factors considered in the assessment of overall program implementation and effectiveness include: (1) children's performance; (2) the roles, attitudes and perceptions of teachers, teacher-aides and parents; and (3) the committment and support of administrators. Components of the Preschool Expansion Program are described and an overview of the evaluation project is provided. Methods and procedures of the study are outlined. Results of child cognitive measures are presented for prekindergarten, kindergarten, and first grade levels. Comparisons are made by program components, sex, type of preschool experience, length of preschool day, and the presence or absence of teacher-aides in the classroom. Accompanying each set of results is a discussion of the findings. Results from the descriptive measures used to assess the characteristics and the impact of adults in the preschool program are presented separately for teachers, teacher-aides, parents, principals, and administrators. Samples of the measures used and descriptions of some of the cognitive measurement tests are appended. (Author/EB)

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ED166344

EVALUATION OF THE ESEA TITLE I, PART C, PRESCHOOL EXPANSION PROGRAM OF THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

1975 - 1976

FINAL REPORT

BEST COPY AVAILABLE

SUBMITTED TO

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KEY TO UNDERSTANDING TABLES

The following information is provided in order to enhance the reader's understanding of the report.

1. n = number of cases (persons) responding to the question items.
2. $\overline{x}$ = mean which is the average of a set of measurements.
3. σ = standard deviation which is a measure of data variation from the mean; the positive square root of the variance.
4. f = test statistic used to compare variances from two normal populations. Used in analysis of variance to test for the significance of the difference of the two groups.
5. variance (O^2) = the average of the square of the deviations of a set of measurements.
6. Analysis of Variance (ANOVA) = analysis of data based on a technique in which all of the data are treated at once and a general null hypothesis of no difference among the means of the various groups is tested.
7. p = level of significance - the probability of drawing a value of a test statistic that is contradictory, or more contradictory, to the null hypothesis as the value observed.
8. df = degrees of freedom. This is the parameter which measures the quantity of information available in normally distributed data for estimating the population variance.

9. $<$ = sign which means greater than

10. $>$ = sign which means less than

11. $p < .01$ = all non-zero values are significant beyond the .01 level

12. $p < .05$ = all non-zero values are significant beyond the .05 level

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CHAPTER I. INTRODUCTION

The Title I Elementary and Secondary Education ACT (ESEA) Preschool Expansion Program has been in operation in the District of Columbia Public Schools since 1971. From inception, the program has been under the direction of Mrs. Veryl Martin, Director of Preschool Programs, District of Columbia Public Schools. Title I, Part C of the Elementary and Secondary Education Act allows for the use of federal funds to initiate and support programs "designed to meet the special educational needs of educationally deprived children in preschool programs and in elementary schools serving areas with the highest concentration of children from low-income families..."[1]

The District of Columbia received its initial grant under this provision in 1971. The grant was awarded to establish a prototype for early intervention based on successful program approaches which had been cited in various exemplary early childhood education programs. The original program, the Ludlow Preschool, was established in the Fall of 1971 at the Ludlow

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[1] Elementary and Secondary Education Act, Section 116.10,d.

Elementary School. In 1973, the program was expanded to include thirty-three elementary schools and the Spanish Education Development Center.[2] It was then renamed the Title I Preschool Expansion Program. Schools with a higher than ten percent (10%) rate of failure at the first grade level and without any kindergarten or all-day kindergarten programs were offered an opportunity to become a part of the Title I Preschool Expansion Program. Thus, the major requirements for their participation were Title I qualifications or the availability of space to operate all-day prekindergarten or kindergarten programs. By school year, 1975-76, the program included thirty-three school sites and served approximately 1,290 children.[3]

Preschool Expansion Program Description: Goals and Objectives

The goal of the original 1971 Title I Preschool Program was to offer a compensatory program for four year olds in order to better prepare them for entrance into elementary school. The specific objectives were as follows:

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[2] See Appendix F for listing of participating schools

[3] Figures supplied by the Office of the Preschool Expansion Program, Ludlow-Taylor Elementary School.

(1) to provide an acceleration of the normal development of intellectual skills;

(2) to provide reinforcement for learning;

(3) to help children acquire the basic tools for learning at an early age level;

(4) to emphasize language development at this early level.

As a result of the expansion of the program in 1973, resulting in the creation of the Title I Preschool Expansion Program, the goals were broadened by three to include:

(5) to maximize developmental progress of the child;

(6) to extend and enrich teacher support personnel abilities to improve competencies; and

(7) to involve parents in education of their children, thereby strengthening the family as the primary group responsible for the development and education of young children.

The proposed strategies for implementation of these goals were as follows:[4]

---

[4] Obtained from responses on the Administrative Questionnaire provided by the Director of the Title I Preschool Expansion Program.

a. "introduction of an appropriate curriculum program based on an intensive analysis of the educational defects and educational achievements with which the teacher must deal."

b. "exposing each learner to a set of contrived experiences which, as far as possible, meet his diagnosed needs at the time."

c. "use of micro-teaching" (video)

d. "workshops and seminars that are especially designed to extend and enrich teacher abilities in the area of language arts instruction, with emphasis on topics such as: techniques, materials and media, assistance in the use of multi-sensory learning materials for use in classrooms for the beginning language and reading programs, and in designing new materials for individual children and classroom needs."

The goals and objectives of the ESEA Title I Preschool Expansion Program of the D. C. Public Schools were the same as those of the school system's regular preschool program with a few exceptions. Specifically, the Title I program placed greater emphasis on the following dimensions:[5]

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[5] Appendix B - Administrative Questionnaire, Question 3.

1. intensity and variety of educational experiences
2. emphasis on a compensatory program
3. length of school day in most classes (more all-day preschools - Title I, Part C)
4. emphasis on staff development
5. provision of additional support services, such as:
    - a. pre-kindergarten screening
    - b. developmental assessment
    - *c. vision/height and weight screening
    - d. pupil personnel services and referrals where indicated for social services
    - e. providing a resource room for children with special needs.

*Not available until kindergarten

Preschool Expansion Program Components

Eight educational program components formed the basis for the Preschool Expansion Program. The original components as indicated in the program proposals through the 1974-75 school year were:

1. Responsive Environment Corporation (REC), (The "Talking Page")
2. Perceptual Skills Emphasis
3. Enrichment Through Radio
4. Early Childhood Continuum

5. Mini Course Micro-Teaching
6. Day Care for Children of School-Age Mothers
7. Early Screening Project
8. Parent Involvement

The 1975 Title I Preschool Expansion Program proposal reflected the following component revisions:[6]

1. Responsive Environment Classes Which Include a Perceptual Skills Emphasis
2. Enrichment Through Radio
3. Mini-Course (Micro-Teaching)
4. Early Childhood Continuum
5. Staff Development
6. Direct Instructional Systems for Teaching Reading, Arithmetic, and Language (DISTAR)
7. Early Screening Project
8. Parent Involvement

Description of Program Components

1. The Responsive Environment Corporation (REC)

This component required specially designed learning material and educational technology to achieve its objective. The "Talking Page", an audio-visual desk-top learning system, was one of its unique features. By responding to programmed materials, children were challenged to answer questions, imitate sounds, color, trace shapes and discriminate among letters and words with similar sounds. This device was only one aspect of the REC educational program. REC was a total early education curriculum which contained the elements below:

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[6] Note that REC and Perceptual Skills were combined, Day Care for Children of School-Age Mothers was discontinued, and two new components, Staff Development and DISTAR were added.

a. A consistent and predictable environment organized or "programmed" to encourage the child to work independently. This included selecting his own activities and assuming responsibility for his own behavior by setting goals and carrying projects through to completion. In this environmental catalyst, the teacher's role was observing children and guiding them through relevant learning experiences.

b. Learning materials designed to promote development of skills such as discrimination, measuring and classifying.

Materials were largely self-correcting. They were also open-ended, permitting different activities for children of varying developmental levels.

c. Materials and devices designed to promote development of language skills in areas such as story comprehension, sound discrimination, naming objects in the environment and familiarity with the alphabet. The "Talking Page" previously mentioned was such a device.

d. An approach to teaching which recognized the importance of individual activities and allowed each child to work at his own pace in the company of children of varying ages and developmental levels.

e. A program design that permitted persons with a minimum of professional training to administer portions of the program, thus enabling members of the community to participate.

f. The Perceptual Skills Curriculum Emphasis

This aspect of the REC program was

formerly an independent component of the preschool program. It was designed to detect and correct children's perceptual shortcomings before they caused school failure. An individualized program taught the basic perceptual abilities essential for success in later more formal instructional programs in reading, arithmetic, handwriting, and spelling.

2. The Mini Course (Micro Teaching)

A video specialist with prior teaching experience videotaped classroom activities. These tapes were then made available to the teacher involved in the videotapes as well as to colleagues and parents for the following purposes:

a. Providing feedback to the teacher about the children, the methods of teaching, and the dynamics of the total groups or class;
b. Analysis of the teaching-learning situation;
c. Observations of individual children as well as group interaction;

d. Sharing with parents their children's progress, development and interaction in the classroom;

e. Sharing ideas and concerns regarding the program, the teacher, or children with consultants and supporting staff; and

f. Follow-up lessons after trips or special events.

The privacy and integrity of the teachers and children were carefully guarded. The teacher viewed the tape first and determined how to use it in meeting the goals of the component. These tapes were used also as the basis for workshops and seminars designed to extend and enrich teacher abilities in the areas of language arts and teaching strategies.

3. Direct Instructional System for Teaching Reading, Arithmetic and Language (SRA DISTAR Instructional System)

This component was a structured, systematic, individualized learning system from prekindergarten through the first grade. It systematically provided for evaluation, acceleration, review, and reward for the child. It was structured and sequenced to minimize the kinds of mistakes children could make. The teacher and the teacher-aide worked with children in small groups. Program materials outlined lessons for children and gave teachers specific instructions about how to conduct lessons and respond to children's answers in the learning situation.

4. Enrichment Through Radio

This was a two-hour radio program broadcasted Monday through Friday morning to preschools, day care centers, kindergartens, and elementary school classrooms in the Washington metropolitan area. The overall goal was language enrichment through expanded self-awareness, environmental awareness, new vocabulary and listening skills. Programs used a variety of music, sound effects, stories, games and child participation to add to the language skills and awareness of four and five-year olds. Teachers were provided with guides for using each program. The guides supplied follow-up activities to the specific goals of the series.

The radio staff worked with the advisory teams of language arts special teachers and preschool and kindergarten teachers, as well as with administrative staff to identify the needs of children in the program. This team approach was further used to define goals to meet those needs, and to develop specific programs to accomplish the goals. A local college provided production services for a nominal fee.

5. The Early Screening Project

This component was designed to provide health and developmental screening to assist in the identification of the strengths and weaknesses of each individual child. This information was to serve as a basis for the planning of an appropriate educational program for each child.

6. The Early Childhood Continuum

The early childhood continuum offered a program which allowed children to progress educationally based on their own abilities and maturity. Children four through six years of age were grouped together rather than separated by age and grade in the traditional manner. Each child was allowed to proceed academically at his or her own pace. There were three basic elements in this program:

a. An educational continuum in an open environment, prekindergarten through grade one

b. Integration and cooperation of the family and school environment

c. A Leisure Activities Program, a series of clubs designed to allow children to engage in worthwhile leisure activities so they could establish leisure time habits early in their lives

7. Staff Development

The staff development component included a variety of classes, workshops and activities designed to provide growth and enrichment opportunities to teaching staff and parents. Some of the areas mentioned in the proposal were:

a. Planning or Pre-service Sessions

b. Art for Early Childhood Teachers

c. Early Preparation for Reading

d. Math Concepts Formation in Very Young Children

e. Looking at Children and How They Learn

f. The Career Opportunities Program (COP)

In addition, the COP program provided undergraduate courses in local colleges and universities for teacher-aides and parents employed in the Preschool Expansion Project. It was scheduled to end in the 1975 fiscal year.

8. Parent Involvement

This component focused on ways to further inform, interest, and involve parents and the entire family in the educational process. It was intended to increase family awareness in the following areas:

a. The growth and development of the child

b. The educational program in the schools

c. The ways in which the home can reinforce school learning

d. Parenting skills and home environments that support positive growth

e. Ways in which parents can work more effectively with the school

Evaluation Project Description

It is generally agreed that evaluation for evaluation's sake serves little or no purpose. Rather, the usefulness of an evaluation is increased when both the evaluators and those being evaluated are involved in the total process, and when the outcomes provide information directly relevant to policy and program decisions. Process in this instance refers to evaluation rationales, procedures and findings. Greatest value is often derived from an evaluation of an educational program when it is on-going rather than experimental or demonstration. That is, an evaluation is meaningful when it does something more than address itself to the simplistic question of whether or not the program is achieving its objectives.

This evaluation, therefore, had as its objective the provision of information about program effectiveness not only as it related to children's performance but also to the multiple factors involved in overall program implementation and effectiveness. Included among these factors were the roles, attitudes and perceptions of teachers, teacher-aides, and parents and the commitment and support of administrators. Thus, the evaluation was designed to provide information of the most optimum educational utility for all potential users, children, teachers, parents, aides, and administrative personnel.

Project Overview

The Evaluation Project, developed for the purpose of evaluating the Title I Preschool Expansion Program, was begun in the Fall of 1975. The major objectives of the project were: (1) to determine the Preschool Expansion Program's effectiveness in accomplishing program objectives, (2) to identify program strengths and weaknesses and (3) to recommend programmatic revisions which would enhance overall program effectiveness.

Specifically, the evaluation project was designed to assess the effectiveness of various types of early education program components, supported by Title I funds, in accomplishing overall goals of the Preschool Expansion Program. This required a thorough analysis of program goals, operating characteristics, and effectiveness of individual components, as well as a comparison of these with overall program objectives.

A representative sample consisting of sixteen schools of the Preschool Expansion Program was used in the study. A general description of program components, specific information on how the components were implemented, and teacher and parent perceptions of the components were obtained. Teacher, teacher-aide, parent, and principal questionnaires were used to assess educational environment, teacher characteristics and program impact. Program effectiveness was viewed further in terms of child performance on standardized instruments designed to measure intellectual and affective development in children from preschool through first grade levels.

A randomized sample of children in the pre-kindergarten, kindergarten, and first grade levels of the sixteen sample schools was tested.

At the first grade and kindergarten levels, there was a control group. First grade and kindergarten children who attended Title I prekindergarten and/or kindergarten programs were compared with children at the same grade levels who did not have Title I program experience.

Additional aspects of the assessment of program effectiveness included the following:

1. Assessment of parent, teacher, teacher-aide, and principal satisfaction with and knowledge of the Preschool Expansion Program as they have experienced it.
2. Comparison of full-day and half-day programs for overall program effectiveness.
3. Examination of instructional staffing patterns and the degree to which para-professionals assume responsibility in instruction.
4. Identification and assessment of staff development practices and their effectiveness.
5. Analysis of the role of administration, instructional personnel, and supportive services in the overall performance of the Preschool Expansion Program.

CHAPTER II METHODS AND PROCEDURES

This chapter will outline briefly the methods and procedures employed in this study. Topics included in the discussion are: sample selection, instrument selection, data collection procedures, and precautions taken to insure the anonymity of study participants. Finally, a discussion is presented of the Stake Model, the chosen evaluation design.

Sample Selection. Sixteen of the thirty-three schools participating in the Title I Preschool Expansion Program were included in the sample population for this evaluation. The schools were selected through a stratified randomization process, according to geographic areas of the city. The geographical numerical breakdown of the schools was based upon the four major divisions in the District of Columbia: eight schools in Northeast, three in Northwest, two in Southwest and three in Southeast. Approximately half of the Title I schools in each geographic area were included.

The total student sample consisted of six hundred and eighty-three (683) children from grade levels prekindergarten through first. They were randomly selected and stratified by school, sex, grade level, and participation in a Title I Preschool Program. Prior to the actual selection of participants, the sample size was set at 672. However, in order to compensate for a low return of parent permission forms in some schools, oversampling was employed at each grade level. The resulting sample population reflected in Table I represents the children for whom program data was collected. The composition of the children in the sample was as follows: 188 prekindergarteners, 96 kindergarten Title I children, 127 kindergarten children with no Title I experiences and 272 first graders, 192 of whom had had previous Title I experiences. All prekindergarten and some kindergarten children in the sample were members of the Preschool Expansion Program. First grade children were selected to reflect two groups: those who had participated in Title I prekindergarten and/or kindergarten programs and a control group who had not. Half of the kindergarten population had attended a Title I, Part C, preschool program; the other half had attended non-Title I or no preschool at all. At the kindergarten and first grade levels, children with previous Title I program experience were compared to children who had no experience in a Title I prekindergarten or kindergarten program.

Table 1: Sample Population

		Total Sample			
Grade	Number in Total Sample	Teachers	Parents	Teacher Aides	Principals
Pre-Kindergarten	188	14	64	7	13
Kindergarten Title I Pre-K Experience	96	13	37	7	
Kindergarten No Title I Pre-K Experience	127				
First Grade, Title I Pre-K or K Experience	190	40	84	6	
First Grade, No Title I Pre-K or K Experience	82				
Totals	683	67	185	20	13

Protection of Subjects: Privacy and Consent

Great precaution was taken to insure the privacy of participating children, parents, schools, and school personnel. To this end each individual, each test instrument, and each school were assigned code numbers to be used in processing and analyzing all data. Additionally, parental permission was obtained for every participating child. Letters explaining the evaluation and seeking parental consent were distributed to parents through the schools and under the auspices and coordination of the office of Planning, Research, and Evaluation of the D. C. Public Schools.

Evaluation Design and Methodology

The first objective of the evaluation design was _to specify program goals and operating characteristics_ based on the Stake Model of Evaluation.* In accordance with this model both program intentions and actual observations were compared along three dimensions: antecedent conditions, transactions, and outcomes.

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*Robert E. Stake, "The Countenance of Educational Evaluation", Teachers College Record, Vol. 68, #7, (April 1967), pp. 523-540.

Program Intentions were the goals and objectives of the various components as defined by the Title I Preschool Expansion Program. Observations refer to information gathered through on-the-spot or direct contact with the program by teachers, parents, principals, the program director, and the evaluation project data collectors. Antecedent conditions were any situations and circumstances which existed prior to the program which might relate to program impact and results. Transactions were the numerous interpersonal interactions and program strategies employed in the process of program implementation. Participants included children, teachers, parents, teacher-aides, and administrators. Outcomes were the long-and-short-term program results. They included affective and cognitive results in terms of individual development and reflected community or culture-wide results as well.

For a visual representation of the Stake Model for processing descriptive program data, see Table 2.

Application of the Stake Model of evaluation facilitated the following determinations:

1. the extent to which the planned program activities and interactions (transactions) logically related to or resulted because of the conditions (antecedents) existing prior to the Title I Preschool Program and,
2. the extent to which program results (outcomes) related to or resulted from planned program activities and interactions (transactions). Similarly data was examined to determine relationships between program antecedents, transactions, and intended and observed outcomes.

A REPRESENTATION OF THE PROCESSING OF DESCRIPTIVE DATA

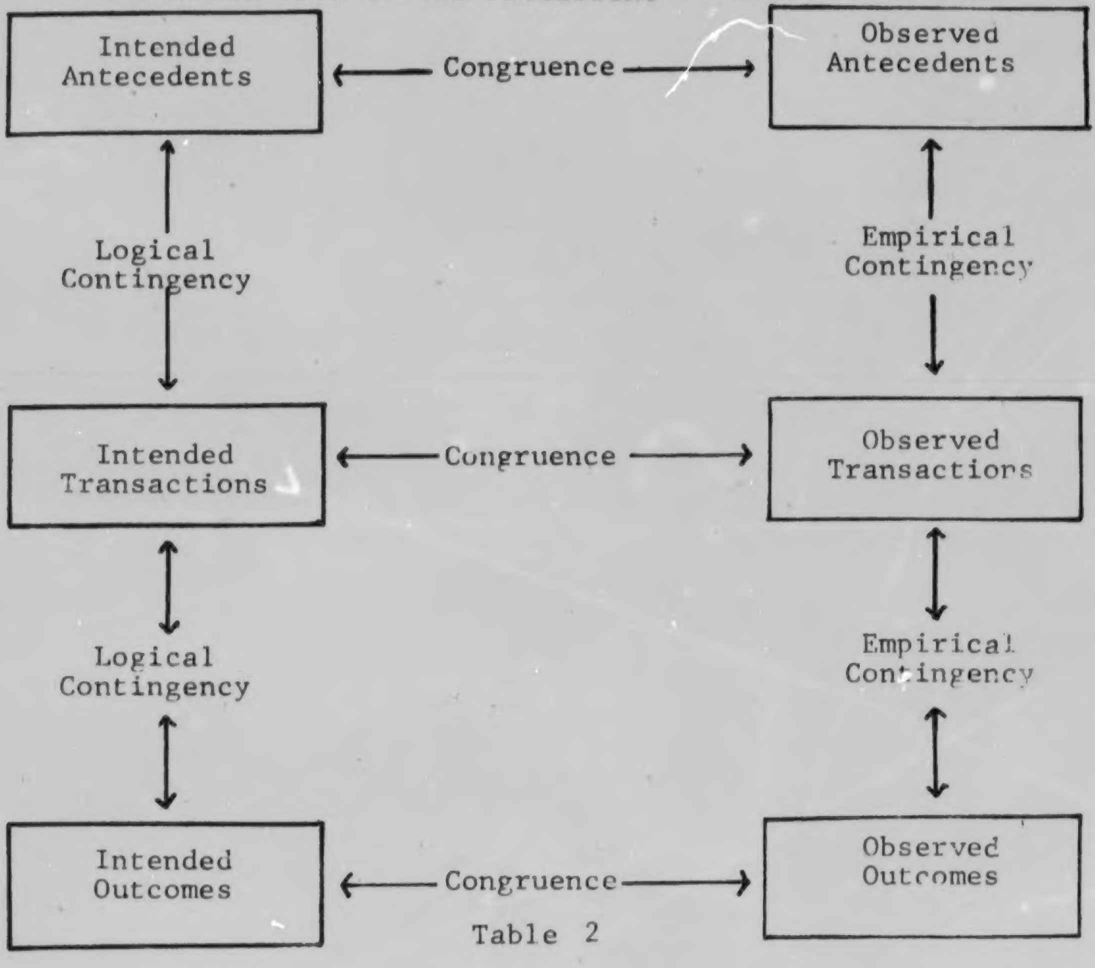

Table 2

The apriori approval of the Preschool Expansion Program proposal and the implementation of the program limited the focus of this evaluation. Therefore, primary emphasis was placed on observed rather than intended dimensions of the program. However, some attention was given to the assessment of the congruency between program intentions and program observations along all dimensions.

Observed Program Dimensions

Much of the data and other descriptive information related to observed program conditions was derived from formal administration of evaluation measures. Operational descriptions of the observed dimensions of the evaluation measures--observed antecedents, observed transactions, and observed outcomes are discussed below.

Observed Antecedents refer to Title I Eligibility specifications: a 10% failure rate at first grade level and the need for a preschool program. More spevifically, Title I eligibility specifications were based primarily on population characteristics, namely low socio-economic status. Therefore, schools included in the Preschool Expansion Program should have been either Title I or Title I eligible. According to the original Title I proposal developed by the preschool director, discrepancies in eligibility requirements were usually compensated for by the prevailing need for preschool. For example, the original proposal (fiscal Year 1971) stated that the following types of schools were allowed to participate: 1) those with a need for academic reinforcement as indicated by a higher than 10% rate of failure at the first grade level and no prekindergarten or all-day kindergarten, 2) those with similar failure rates, no prekindergarten or all-day kindergarten, but with space and general facilities for offering either all-day prekindergarten or kindergarten, although they lacked sufficient budget for the necessary additional materials and/or personnel.* Three schools meeting the above two criteria were admitted into the Title I Preschool Expansion Program upon request by their communities. A fourth school which lacked the above two qualifications was included, thus violating the Title I specifications. The reason for having included this particular school, according to the director of the Preschool Expansion Program, was that it had been the site for the development of the Early Childhood Continuum component of the program. The director further reported that the prekindergarten teacher of that same school also wrote the component and was desirous of piloting it. Therefore, although this particular school was ineligible for Title I funding, it served a useful purpose in the evaluation. The prekindergarten children from this particular school provided a non-Title I comparison group.

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*Administrative Questionnaire

Finally, it should be noted that while the sites for the Preschool Expansion Program have been identified as "schools", a more appropriate designation would be "classrooms". It should be further understood that while a whole school was assessed to be Title I, the Preschool Expansion Program operated on a classroom basis. Teachers and their classrooms were included in the program as a result of receiving some measure of Title I services. Thus, in a given school, only one or two classrooms actually participated in the program.

Observed Transactions were defined as the numerous interpersonal interactions and program strategies employed in program implementation. Because of the multi-dimensional character of this evaluation process, observed transactions and observed outcomes were viewed as having a complex series of interrelationships. For this reason, the results of both observed transactions and observed outcomes are reported together under Observed Outcomes, the next section of this chapter.

Observed Outcomes. An evaluation of program effectiveness, in order to be meaningful and comprehensive, must assess all relevant program components and participants. Therefore, observed outcomes or preschool program results were analyzed in terms of child variables and adult variables. Child variables were treated as dependent variables and adult variables were treated, in most instances, as independent variables.

In recognition of the interrelationship between observed transactions (strategies frequently employed by adult program participants) and observed program outcomes (children's performance and program effectiveness) the analyses of data utilized several approaches. Independent and dependent variables were analyzed separately and together. More specifically, children's performance was first assessed separately for each grade level, for different program components, and by types of preschool experiences (Title I, Non-Title I, no school, and half or whole day). Secondly, adult effect was analyzed by performance on specific adult measures. Wherever appropriate, grade level was included, too, in the analyses of adult data. Finally, in the discussion of program results, an effort was made to determine the degree of relationship between child and adult outcomes. Table 3, reflects the scheme of the measures from which all program data was derived. A complete description of all measures is contained in the appendices.

The second objective of the evaluation design was to determine the relationship between program characteristics and academic achievement. Descriptive statements of objectives, cognitive and affective, were prepared. A matrix of program components by objectives was constructed and is presented in Appendix A. All program component objectives were defined operationally and the instruments in Table 3 were selected to determine the extent to which objectives were met.

An initial survey revealed the following information about the status of the eight program components:

1. Few of the eight (8) components were available in isolation.
2. Frequently program staff was unaware of which specific components were functional in their area.
3. Mechanical difficulties or lack of material precluded full implementation of some components.
4. Some components were only being introduced at the time of data collection for the evaluation.

Therefore, it was determined that those components which formed the basis for the preschool and kindergarten curriculum would be treated as the major independent variables in the evaluation. The specific components were Direct Instructional System for Teaching Reading, Arithmetic, and Language (DISTAR), and the Responsive Environment Corporation Program (REC). Since these two components were not implemented in their pure form, but existed more often in combination with teacher developed modification, they were referred to as "Modified DISTAR" and "Modified REC". A third program model, the Eclectic, was not one of the eight originally planned components but was a combination of them and other program models and was created by teachers to meet the specific needs of their children. This was the most frequently used program.

The third objective of the evaluation design was to identify or develop adult and child measures to evaluate program impact and effectiveness.

Table 3

INSTRUMENTS USED IN THE ESEA
TITLE I PRESCHOOL EXPANSION PROGRAM EVALUATION

I. Child Measures	Pre-K	K	1st Grade
A. Cognitive Measures			
(1) Circus			
(a) Part 3 - "Look-Alikes)	X		
(b) Part 4 - "Copy What You See"	X		
(c) Part 5 - "Finding Letters and Numbers"	X		
(d) Part 9 - "Listen to the Story"	X		
(2) Metropolitan Readiness Test			
(a) Level I		X	
(b) Level II			X
(3) Developmental Systems			
Analysis Test (DSA) Sub-sample of fifty Children	X	X	
B. Affective Measures			
(1) California Preschool Social Competency Scale	X	X	X
(2) Gumpgookies	X	X	X
II. Adult Measures			
A. Teacher Measures			
(1) Circus - Educational Environment Questionnaire (EEQ)	X	X	X
(2) Teacher Questionnaire	X	X	X
B. Parent Questionnaire	X	X	X
C. Teacher-Aide Questionnaire	X	X	X
D. Principal Questionnaire	X	X	X
E. Administrative Questionnaire	Director of Preschool Programs		

Instrument Selection

Child Measures. Primary concerns in the selection of measures were simplicity of style of presentation and testing procedures, relevancy to experiences of the children in our sample, and brevity in administration time. The objective was to avoid tedious or inappropriate measures. The appropriateness of the Metropolitan Readiness Test, however did require special consideration. It was decided that Level I for kindergarten was readily appropriate and acceptable, but that Level II for the first grade was employed primarily due to the possibility of restrictions of range in a higher level test. Restriction of range is a problem frequently encountered in testing children from so called "disadvantaged" backgrounds. This means essentially that the tests do not discriminate between the children, and as a result, the measures have much lower reliability and little in the way of inference can legitimately be drawn. The use of the readiness test provides a more reliable cognitive measure, even if the type of cognitive skill being measured is somewhat different from that for which the instrument was constructed.

Adult Measures

Teacher, teacher-aide, and parent perceptions and roles in the program were very important to the study. The perceptions and degree of program support by principals in the respective schools were also significant. In addition, it seemed feasible and appropriate to have input from the director of the Title I Preschool Expansion Program regarding her views of and relationship to the program. Therefore, measures were designed for these purposes and submitted for review and approval by the Department of Research and Evaluation of the D. C. Public School System. An additional teacher measure used was a standardized one entitled Educational Environment Questionnaire (EEQ). This measure was test 17 of the CIRCUS test battery.

Data Gatherers: Selection and Training Process

Data was collected by trained male and female advanced students in the School of Education at Howard University. They were predominately black.

Tester bias was minimized by the use of an approach whereby all data gatherers were trained to administer all measures, but each gatherer specialized in the administration of specific tests according to grade level. In the event that one test, i.e., Gumpgookies, was the same for all grade levels, individuals were still assigned to their respective grades. To further control for tester bias, data gatherers at each grade level were assigned with consideration for balance in personality and skill.

This arrangement worked very well. The testers became familiar with the behavior and working styles of children at the various developmental levels. They also gained greater awareness of different teaching styles, program components, and the effects of these factors on children in testing situations.

Pretest. Pretesting was conducted at a participating Title I school to field test the instruments and to work out appropriate testing and scheduling procedures. Special efforts were made to keep the testing time and stress at a minimum, to make testing experiences interesting to the children and to create and maintain a good working relationship and communication between parents, school personnel, and the evaluation team.

Final arrangements made for grouping and testing the children were based on the ages of the children and the types of measures used. Prekindergarten children were tested in three sessions in groups of eight or less. Kindergarten children were tested in four sessions in groups of eight or less. First graders were tested in four sessions in groups of ten or less.

Data were analized separately for child and adult measures. For child measures, comparisons were made by grade level, sex, preschool experience, and type of program component. Results of child and adult measures are reported separately in the next two chapters.

CHAPTER III RESULTS AND DISCUSSION: CHILD MEASURES

For purposes of clarity, the results of child measures are presented in the following order: 1) cognitive measures -- prekindergarten, kindergarten, and first grade level. For cognitive measures, comparisons are made by program components, sex, type of preschool experience, length of the preschool day, and the presence or absence of teacher-aides in the classroom. Accompanying each set of results is a discussion of the findings. At the end of the chapter a summary of the findings is presented.

COGNITIVE MEASURES

Prekindergarten

The cognitive measures used to assess performance at the prekindergarten level were CIRCUS Tests 3 and 4 on perceptual and perceptual-motor coordination, Test 5 on recognition and discrimination of letters and numbers, and Test 9 on comprehension, interpretation, and recall. Using these measures the following comparisons were made:

1) four different program comparisons
2) sex comparisons
3) whole-day and half-day preschool program comparisons
4) presence and absence of teacher-aides comparisons
5) distribution of the performance of Title I and Non-Title I children using national norms
6) comparisons of the mean scores of Title I and Non-Title I children using national norms

The results are presented in Tables 4 through 7.

Program Comparisons. Analysis of variance was used to compare effects of the four types of programs on the performance of Title I children. The results of this analysis are presented in Table 4. There were no statistically significant differences among the Title I children in the four programs on any of the perceptual and perceptual-motor measures, or on cognitive measures of Comprehension, Interpretation and Recall. The analysis of children's performance on the cognitive measures of Recognition and Discrimination of Letters and Numbers, revealed statistically significant differences among the four programs on Total Scores ($F=3.39$, $p<.05$), Capital Letters ($F=3.17$, $p<.05$) and Lower Case Letters ($F=4.57$, $p<.01$). On Total Scores and on Lower Case Letters, children in the Eclectic and Modified DISTAR programs had higher mean scores than children in DISTAR and Modified REC programs; children in the Eclectic program also had higher mean scores than children in the other three programs on Capital Letters. There were no differences among the children in the four programs on the measure for Recognition and Discrimination of Numbers.

Table 4

Comparison of performance of prekindergarten children by program components on the CIRCUS measure

1. Perceptual measures

Measures	Program Component												F
	Distar			Modified Distar			Modified REC			Eclectic			
	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	
Circus 3 Total Score Look-Alikes: visual discrimination	37	16.8	4.5	28	19.6	4.6	17	16.5	5.2	105	16.5	4.9	3.17* (df = 3,181)
Circus 3 Complex matching visual discrimination	37	6.9	2.5	28	8.4	3.1	17	7.1	2.9	105	6.5	3.1	3.11* (df = 3,181)
Circus 3 Reversal errors visual discrimination	37	2.9	1.5	28	2.5	2.2	17	2.8	1.6	105	2.9	1.9	0.42 (df = 3,181)
Circus 4 Total Score Copy what you see perceptual-motor coordination	37	34.0	6.4	27	36.5	6.9	15	28.7	7.6	95	30.5	9.1	5.28** (df = 3,168)

*$p < .05$
**$p < .01$

Table 4 (Continued)

Comparison of performance of prekindergarten children by program components on the CIRCUS measure

2. Cognitive measures: Letters and Numbers

Measures	Program Component												F
	Distar			Modified Distar			Modified REC			Eclectic			
	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	
Circus 5 Total Score Letters and numbers recognition and discrimination	37	12.9	3.8	27	16.1	3.2	17	13.1	4.2	105	15.3	3.9	5.93** (df = 3,180)
Circus 5 Capital letters recognition and discrimination	37	6.4	2.3	27	7.6	1.7	17	6.6	2.0	105	7.6	2.0	4.16** (df = 3,180)
Circus 5 Lower case letters recognition and discrimination	37	3.4	1.4	27	5.2	1.2	17	3.9	1.6	105	4.6	1.6	8.95** (df = 3,180)
Circus 5 Numbers recognition and discrimination	37	3.0	1.1	27	3.4	1.0	17	2.6	1.2	105	3.0	1.0	1.79 (df = 3.180)

*$p < .05$
**$p < .01$

Table 4 (Continued)

Comparison of performance of prekindergarten children by program components on the CIRCUS measure

3. Cognitive measures: Comprehension, Interpretation and Recall

Measures	Program Component												F
	Distar			Modified Distar			Modified REC			Eclectic			
	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	
Circus 9 Total Score Comprehension, Interpretation and recall	37	13.6	3.4	24	15.8	4.6	15	13.9	3.9	95	14.4	3.8	1.59 (df = 3,165)
Circus 9 Comprehension	37	8.8	2.6	24	9.3	3.0	15	8.1	2.7	95	9.0	2.7	0.68 (df = 3,165)
Circus 9 Interpretation	37	4.9	1.7	24	6.5	2.1	15	5.8	1.8	95	5.4	1.9	3.85** (df = 3,165)

*p< .05
**p< .01

Our findings indicated that no specific type of preschool program was distinctly better than another in terms of children's performance on all of the cognitive and perceptual measures. The only measure on which two of the four programs appeared superior was the cognitive measure of Recognition and Discrimination of Letters, a measurement of low level cognitive skill requiring practice and rote learning. One implication of this finding was that for low SES minority children, some programs may be more effective only in improving low level cognitive skills.

Sex Comparisons. Comparisons were made between the performance of boys and girls on the CIRCUS test for prekindergarten children. The analysis of variance comparisons indicated no significant differences between boys and girls on any of the CIRCUS subtests. At the preschool age level, sex differences seemingly have not emerged.

Half-day and Whole-day Comparisons. Comparisons were made between the performance of prekindergarten children in half-day and whole-day classes. The results are presented in Table 5.

Table 5

Analysis of Variance Comparison of Impact
of Half-Day and All-Day Preschool Programs on
Prekindergarten Children as Measured by the Circus Test

	Half-Day Preschool			All Day Preschool			
Measure	N	X	σ	N	X	0	F
Circus 3 Total Score	149	16.9	4.9	38	17.8	4.9	1.03 (df=1,185)
Circus 3 Complex Matching	149	6.8	3.0	38	7.3	3.0	0.86 (df=1,185)
Circus 3 Reversal Error	149	2.9	1.8	38	2.6	1.8	0.56 (df=1,185)
Circus 4 Total Score	139	32.4	8.4	35	30.8	8.5	1.02 (df-1,172)
Circus 5 Total Score	148	14.5	4.0	38	15.9	3.4	4.10* (df=1,184)
Circus 5 Capital Letters	148	7.1	2.1	38	7.9	1.7	4.93* (df=1,184)
Circus 5 Lower Case Letters	148	4.3	1.6	38	4.8	1.6	3.34 (df=1,184)
Circus 5 Numbers	148	3.0	1.1	38	3.1	0.9	0.49 (df=1,184)
Circus 9 Total Score	136	14.1	3.8	35	15.5	4.0	3.34 (df=1,169)
Circus 9 Comprehension	136	8.8	2.7	35	9.5	2.8	2.12 (df=1,169)
Circus 9 Interpretation	136	5.4	1.9	35	5.9	1.8	2.61 (df=1,169)

*p<.05

The results of this analysis indicated statistically significant differences between pre-kindergarten children who attend half-day classes and whole-day classes on two of the eleven CIRCUS measure comparisons. Children attending whole-day classes had higher mean scores on CIRCUS 5 Total Scores and CIRCUS 5 Capital Letters than children attending half-day classes. These types of rote-like skills are readily acquired by most children, and teachers in the Title I Preschool Expansion program seem to have placed greater emphasis on them.

Table 6: Distribution of Title I and Non-Title I Children on Three of the CIRCUS Cognitive Measures

Percentile Distribution	Circus 3 Total Scores						Complex Matching						Reversal Errors					
	Title I Children			Non-Title I Children			Title I Children			Non-Title I Children			Title I Children			Non-Title I Children		
	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage
Below 2nd Percentile	10	5.9	5.9	—	—	—	5	2.9	2.9	—	—	—	—	—	—	—	—	—
2 to 6 Percentile	17	10.0	15.9	—	—	—	23	13.5	16.5	—	—	—	—	—	—	—	—	—
7 to 15 Percentile	41	24.1	40.0	—	—	—	12	7.1	23.5	—	—	—	10	5.9	5.9	5	27.8	27.8
16 to 30 Percentile	21	12.4	52.3	—	—	—	42	24.7	48.2	3	16.7	16.7	32	18.8	24.7	4	22.2	50
31 to 49 Percentile	28	16.5	68.8	7	38.9	38.9	20	11.8	60.0	5	27.8	44.4	29	17.1	41.8	4	22.2	72.2
50 to 69 Percentile	19	11.2	80.0	3	16.7	55.5	35	20.6	80.6	2	11.1	55.6	0	0	41.8	—	—	—
70 to 84 Percentile	20	11.8	91.8	1	5.6	61.1	24	14.1	94.7	3	16.7	72.2	41	24.1	65.9	2	11.1	83.3
85 to 93 Percentile	6	3.5	95.3	4	22.2	83.3	8	4.7	99.4	3	16.7	88.9	31	18.2	84.1	1	5.6	88.9
94 to 97.7 Percentile	8	4.7	[illegible]	3	16.7	100	1	0.6	100	2	11.1	100	9	9.4	93.5	2	11.1	100
97.7 to 100 Percentile	—	—	—	—	—	—	—	—	—	—	—	—	11	6.5	100	—	—	—
Total	170	100	100	18	100	100	170	100	100	18	100	100	170	100	100	18	100	100

Table 8

Percentile Distribution	Circus 5 Total Scores						Complex Matching						Lower Case Letters						Numbers					
	Title I Children			Non-Title I Children			Title I Children			Non-Title I Children			Title I Children			Non-Title I Children			Title I Children			Non-Title I Children		
	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage
Below 2nd Percentile	15	8.9	8.9	—	—	—	12	7.1	7.1	—	—	—	9	5.3	5.3	—	—	—	13	7.6	7.6	7	38.9	38.9
2 to 6 Percentile	11	6.5	15.4	1	5.6	5.6	11	6.5	13.5	1	5.6	5.6	18	10.6	15.9	1	5.6	5.6	—	—	—			
7 to 15 Percentile	20	11.8	27.2	—	—	—	10	5.9	19.4	—	—	—	29	17.1	32.9	1	5.8	11.1	40	23	31.1	2	11.1	
16 to 30 Percentile	17	10	37.2	1	5.6	11.1	20	11.8	31.2	2	11.1	16.7	1	6	33.5	1	5.6	16.7	1	0.6	31.7	1	5.6	55.6
31 to 49 Percentile	24	14.1	51.3	1	5.6	16.7	25	14.7	45.9	1	5.6	22.2	30	17.6	51.2	—	—	—	63	37.1	68.9	7	38.9	94.4
50 to 69 Percentile	31	18.2	69.5	4	22.2	38.9	20	11.8	57.6	5	27.8	50	26	15.3	66.5	1	5.6	22.2	11	24.1	92.9	—		
70 to 84 Percentile	44	25.9	95.4	9	50	88.9	72	100	100	9	50	100	51	33.5	100	14	77.8	100	—	—	—	—		
85 to 93 Percentile	8	4.7	100	1	5.6	94.4	—	—	—	—	—	—	—	—	—	—	—	—	12	7.1	100	1	5.6	100
94 to 97.7 Percentile	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
97.7 to 100 Percentile	—	—	—	1	5.6	100	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total	170	100	100	18	100	100	170	100	100	18	100	100	170	100	100	18	100	100	170	100	100	18	100	100

Table 9

Percentile Distribution	Circus 9 Total Score						Circus 9 Comprehension						Circus 9 Interpretation					
	Title I Children			Non-Title I Children			Title I Children			Non-Title I Children			Title I Children			Non-Title I Children		
	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage
Below 2 Percentile	16	9.4	9.4	1	5.6	5.6	36	21.2	21.2	1	5.6	5.6	9	5.3	5.3	—	—	—
2 to 6 Percentile	26	15.3	24.7	—	—	—	14	8.2	29.4	—	—	—	[illegible]	7.6	12.9	—	—	—
7 to 15 Percentile	35	20.6	45.3	—	—	—	22	12.9	42.3	1	5.6	11.1	[illegible]	21.2	34.1	1	5.6	5.6
16 to 30 Percentile	42	24.7	70	4	22.2	27.8	35	20.6	62.9	6	33.3	44.4	[illegible]	24.1	58.2	4	22.2	27.8
31 to 49 Percentile	31	18.2	88.2	5	27.8	55.6	16	9.4	72.3	2	11.1	55.5	[illegible]	18.8	77.1	2	11.1	38.9
50 to 69 Percentile	13	7.6	95.9	4	22.2	77.8	13	7.6	80	4	22.2	77.8	[illegible]	13.5	90.6	2	11.1	50
70 to 84 Percentile	5	2.9	98.8	3	16.7	94.4	8	4.7	84.7	2	11.1	88.9	[illegible]	4.7	95.3	5	27.8	77.8
85 to 93 Percentile	2	1.2	100	1	5.6	100	5	2.9	87.6	1	5.6	94.4	7	4.1	99.4	2	11.1	88.9
94 to 97.7 Percentile	—	—	—	—	—	—	—	—	—	—	—	—	1	.6	100	2	11.1	100
97.7 to 10 Percentile	—	—	—	—	—	—	21	12.4	100	1	5.6	100	—	—	—	—	—	—
Total	170	100	100	18	[illegible]	100	170	100	100	18	100	100	170	100	100	18	100	100

Presence and Absence of Teacher-Aides: No comparisons were made between presence and absence of teacher-aides at the prekindergarten level because all classes had teacher-aides.

National Norm Comparisons: After comparisons of program effects, the scores of all the Title I children were aggregated and analyzed separately from the scores of the Non-Title I children for comparisons with national norms. As stated in Chapter II on methods and procedures our study population on Non-Title I children was obtained from the one Non-Title I school in the sample. Further, it was noted that this school was ineligible for Title I funding. These norms were provided by the publishers and included 1006 preschool children enrolled in educational programs.

The normative group included different geographic areas, community sizes and types of programs. When compared to tests compiled by the National Center for Educational Statistics, it was found that the sample tended to "over-represent children in the Northeast and children in cities of less than 50,000, and under represent children in the Southeast, children in cities over 50,000 and black children" (Anderson, 1974).

First, the distribution of the performance scores of Title I children and Non-Title I children were descriptively compared to the national norm distribution. Then, a test of significance was made by comparing the mean scores of Title I children and Non-Title I children with the mean scores from the national norms. For the first comparison, raw scores of individual pupils on CIRCUS tests were converted to z scores using means and standard deviations of national norms. The z scores were then converted to stanine scores. The results are presented in Tables 6 through 11 for the perceptual, perceptual-motor and cognitive subtests.

The results presented in Table 6 indicated that on two of the perceptual measures, a relatively smaller percentage of Title I children performed at or above the 50th percentile level. That is, on Total Scores 31% of the children, and on Complex Matching 40% of the children were distributed between 50th and 98th percentile level. On one perceptual measure, the Reversal Errors subtest, 60% of the Title I children had a distribution between 50th and 100th percentile level. The Non-Title I children were distributed at the upper end of the percentile scale on the national norms on the first two measures. Specifically 62% of the Non-Title I children scored above the 50th percentile on Total Scores and 55% scored above the 50% percentile level on Complex Matching. On the Reversal Errors subtest, however, only 28% of the Non-Title I children scored between the 50 to 100 percentile level, so they did less well than the Title I children on this measure.

The results of the perceptual-motor coordination measure, presented in Table 7, indicated that Title I children were distributed throughout the scale, performing at a comparable level to the national norm. Non-Title I children on the other hand performed consistently above 50th percentile level.

On the cognitive measure for Recognition and Discrimination of Capital and Lower Case Letters

Table 7

Distribution of Title I and Non-Title I Children on CIRCUS 4 - Perceptual Motor Coordination Measure Using the National CIRCUS Norms

	Title I Children			Non-Title I Children		
Percentile Distribution	N	Percentage	Cumulative Percentage	N	Percentage	Cumulative Percentage
Below 2 Percentile	4	2.4%	2.4%	—	—	—
2 to 6 Percentile	9	5.3%	7.7%	—	—	—
7 to 15 Percentile	11	6.5%	14.2%	—	—	—
16 to 30 Percentile	34	20%	34.2%	—	—	—
31 to 49 Percentile	25	14.7%	48.9%	—	—	—
50 to 69 Percentile	33	19.4%	68.3%	2	11.1%	11.1%
70 to 84 Percentile	23	13.5%	81.7%	2	11.1%	22.2%
85 to 93 Percentile	24	14.1%	95.9%	12	66.7%	88.9%
93 to 97.7 Percentile	4	2.4%	98.3%	2	11.1%	100%
97.7 to 100 Percentile	3	1.8%	100%	—	—	—
Total	170	100%	100%	18	100%	100%

and Numbers, presented in Table 8, the distribution of Title I children was comparable to national norms up to the 50th percentile level. However, the distribution of the remaining 50 percent of Title I children clustered heavily between 50th and 86th percentile level on the national norms. The distribution of Non-Title I children, also clustered at the middle percentile ranges (between 16th and 84th percentiles) with very few at either end.

On cognitive measures for Comprehension, Interpretation, and Recall, presented in Table 9, a large percent of Title I children performed below the 50% percentile level on all subtests. Performance of Non-Title I children, however, was comparable to national norms.

Mean Score Comparisons. Mean scores of Title I children were compared with the mean scores from the national norms using a z-test for the mean (Kohout, 1974). Results presented in Table 10 indicated significant differences on 8 of the 11 measures. Title I children had mean scores significantly lower than national mean scores on two of the visual discrimination tasks, on the cognitive measures for Recognition and Discrimination, and on Comprehension, Interpretation and Recall. The only measure on which the Title I children had mean scores higher than the national norm was the visual discrimination task of Reversal Errors.

Z-test comparisons of the Non-Title I children's mean scores with the national norms are shown in Table 11. Results indicate that the Non-Title I children had higher mean scores than the national norms on two of the visual discrimination measures, on one perceptual motor coordination measure and on two cognitive measures of Recognition and Discrimination of Capital and Lower Case Letters.

The results of this study indicate that while the different types of preschool programs may be generally beneficial to Title I children, program benefits, as measured by perceptual and cognitive tasks, are not sufficient to enable them to perform at a level comparable to their age group at the national level on most cognitive and perceptual tasks. It should be pointed out, however, that although their performance is substantially below national norm, it may be much higher than it would have been in the absence of preschool programs. Notable too, is the fact that Non-Title I children in one model program were able to perform above the national norm on perceptual, perceptual-motor and low level cognitive skills as recognition and discrimination of letter and numbers, but not on higher level cognitive skills, such as comprehension, interpretation and recall.

Two implications of these research results are that: (1) socio-economic status rather than race or urban environment is the salient factor in the cognitive and perceptual development of children and (2) preschool programs have not had a substantial impact on improving high level cognitive skills.

Based on study findings, it is recommended that the content and procedures of model preschool programs be analyzed to determine why, in natural settings such as public preschools, many of them are not successful in bringing the performance of Title I children up to the national norm; and, why they appear to be least effective in improving high level cognitive skills.

Table 10

Z-Test For Comparison Between the
Mean Scores of Title I
Children and the Mean Scores for CIRCUS Norm Population

Measure	Population Norms U	O	Low SES Group N	X	S.D.	Z
CIRCUS 3 Total Scores	19.1	4.9	170	16.6	4.8	- 6.71**
CIRCUS 3 Complex Matching	7.9	3.2	170	6.7	3.0	- 4.99**
CIRCUS 3 Reversal Errors	2.0	1.5	169	2.9	1.8	7.90**
CIRCUS 4 Total Scores	31.1	8.2	156	31.1	8.3	0.02
CIRCUS 5 Total Scores	15.1	4.2	169	14.5	4.0	- 1.81
CIRCUS 5 Capital Letters	7.4	2.1	169	7.2	2.1	0.16
CIRCUS 5 Lower Case Letters	4.7	1.6	169	4.3	1.6	- 3.38**
CIRCUS 5 Numbers	3.4	1.2	169	3.0	1.0	- 4.46**
CIRCUS 9 Total Scores	18.0	4.2	156	14.0	3.7	-11.80**
CIRCUS 9 Comprehension	11.3	2.6	156	8.8	2.7	-12.22*
CIRCUS 9 Interpretation	6.8	2.1	156	5.3	1.8	- 8.99**

**$p < .01$

Mean scores of Title I children and Non-Title I children were compared with the means from the population norms using a Z test. The results are presented in Tables 10 and 11.

Table 11

Z-Test for Comparison Between the Mean Scores of Non-Title I Children and the Mean Scores for CIRCUS Norm Population

Measure	Population Norms U	O	Middle SES Group N	X	S.D.	Z
CIRCUS 3 Total Scores	19.1	4.9	18	21.4	3.3	1.98*
CIRCUS 3 Complex Matching	7.9	3.2	18	9.1	2.7	3.87**
CIRCUS 3 Reversal Errors	2.0	1.5	18	1.8	1.7	0.63
CIRCUS 4 Total Scores	31.1	8.2	18	40.5	3.7	4.95**
CIRCUS 5 Total Scores	15.1	4.2	18	17.1	2.9	1.98**
CIRCUS 5 Capital Letters	7.4	2.1	18	8.1	1.4	2.22*
CIRCUS 5 Lower Case Letters	4.7	1.6	18	5.5	1.2	2.20*
CIRCUS 5 Numbers	3.4	1.2	18	3.4	0.8	0.04
CIRCUS 9 Total Scores	18.0	4.2	18	18.2	3.6	0.20
CIRCUS 9 Comprehension	11.3	2.6	18	10.7	2.3	-1.03
CIRCUS 9 Interpretation	6.8	2.1	18	7.5	1.7	1.48

$*p<.05$

$**p<.01$

Kindergarten

The cognitive measure used to assess performance at the kindergarten level was the Metropolitan Readiness Test Level I. The three major divisions of the measure were: 1) Auditory Tests consisting of auditory memory and rhyming subtests, 2) Visual Tests made up of letter recognition and visual matching subtests and 3) Language Tests composed of two subtests, school language and listening and quantitative language. With this measure, the following comparisons were made: 1) Program; 2) Sex differences; 3) Whole-day and Half-day; 4) Presence and absence of Teacher-Aides and 5) Title I and Non-Title I Preschool Experiences.

Program Comparisons. Three program components operating at the kindergarten level were DISTAR, Modified DISTAR and Eclectic. Comparisons of performance of kindergarten children by program components indicated no statistically significant differences among children in the three program components on Metropolitan Readiness Test Level I.

Sex Comparisons. Comparisons were also made between the performances of kindergarten boys and girls on the Metropolitan Readiness Test Level I. The results are reported in Table 12.

Table 12

Comparison of Performance of Kindergarten Children
By Sex on Metropolitan Readiness Tests I

Measure	Sex differences on cognitive measure						F
	Male			Female			
	n	$\bar{x}$	σ	n	$\bar{x}$	σ	
Auditory Tests							
Auditory Memory	90	8.3	3.2	94	8.9	2.8	1.44 (df=1,182)
Rhyming	94	7.3	3.4	96	7.8	3.1	1.01 (df=1,188)
Visual Tests							
Letter Recognition	104	9.0	2.8	115	9.8	2.1	5.17* (df=1,127)
Visual Matching	96	1.0	3.2	108	10.2	3.6	0.28 (df=1,202)
Language Tests							
School Language and Listening	94	10.2	2.9	103	10.0	2.7	0.05 (df=1,195)
Quantitative Language	91	7.2	2.3	93	7.6	2.2	1.89 (df=1,182)

*$p < .05$

There was a statistically significant difference between the performance of boys and girls on only one subtest, Letter Recognition. Girls had significantly higher mean scores than boys. This finding is suggestive that sex differences were perhaps beginning to emerge at the end of the kindergarten year. This is consistent with existing research literature on sex differences in young children.

Whole-day and Half-day Comparisons. Comparisons were made between the performance of kindergarten children in half-day and whole-day classes on the Metropolitan Readiness Test Level I. Results are reflected in Table 13.

Table 13

Analysis of Variance Comparison of the Impact
of Half-Day and All-Day School for Kindergarten Children
as Measured on the Metropolitan Readiness Test - Level I

	Half-Day Preschool			All-Day Preschool			
Measure	N	X	0	N	X	0	F
Metropolitan I Auditory Memory	90	8.8	2.9	94	8.4	3.1	0.95 (df=1,182)
Metropolitan I Rhyming	88	8.2	3.2	102	7.0	3.2	6.22* (df=1,188)
Metropolitan I Letter Recognition	104	9.5	2.6	115	9.3	2.4	0.24 (df=1,217)
Metropolitan I Visual Matching	104	10.4	3.3	100	9.8	3.5	1.33 (df=1,202)
Metropolitan I School Language and Listening	103	10.2	3.0	94	10.0	2.6	0.37 (df=1,195)
Metropolitan I Quantitative Lang.	86	7.7	2.3	98	7.2	2.2	1.88 (df=1,182)

*$p < .05$

Results indicate statistically significant differences between the performance of kindergarten children attending half-day and whole-day classes on only one of the six Metropolitan Readiness I subtests, Rhyming. Contrary to expectations, children attending half-day kindergarten classes had higher mean scores than those attending all day classes. There were no significant differences on any of the other five subtests. This raises a question concerning the relative effectiveness and focus of all-day kindergarten programs.

Presence and Absence of Teacher-Aides. Comparisons were made of children's performance between classes with and without teacher-aides. The results are presented in Table 14.

Table 14
Analysis of Variance Comparison of The Impact of Presence And Absence of Teacher-Aides at Kindergarten Level on Metropolitan I Test

Measure	Aide Present			Aide Absent			F
	n	$\bar{X}$	o	n	$\bar{X}$	o	
Auditory Memory	164	8.44	3.0	21	9.8	2.4	3.99* (df=1,183)
Rhyming	169	7.60	3.2	22	7.23	3.8	0.26 (df=1,189)
Letter Recognition	193	9.19	2.7	30	10.57	1.1	7.78** (df=1,221)
Visual Matching	181	9.88	3.5	26	11.27	2.9	3.74 (df=1,205)
School Language and Listening	175	9.93	2.8	25	11.24	2.6	4.82* (df=1.198)
Quantitative Language	163	7.33	2.3	22	7.82	2.0	0.87 (df=1,183)

*$p<.05$

**$p<.01$

Results indicate significant differences between the performance of kindergarten children in classes with and without aides on three of the six Metropolitan Readiness subtests. In all three subtests: Auditory memory, Letter Recognition and School Language, and Listening, children in classes without aides had higher mean scores than children in classes with aides. These results were contrary to what was expected and raised questions about the use and effectiveness of teacher-aides as well as the effects of the availability or absence of teacher-aides and teacher's use of time and resources.

Title I and Non-Title I Preschool Experience Comparisons. Comparisons were made of children with Title I, non-Title I, and no preschool experience. The results are reported in Table 15.

It was found that on Visual Subtests: Letter Recognition, and, Visual Matching, and on Language Subtest: School Language, Listening, and, Quantiative Language, children with Title I and other preschool experiences had higher mean scores than those with no preschool experience. On Auditory Subtests Rhyming, children with other types of preschool experiences had higher mean scores than did those with Title I or no preschool experience.

These results clearly indicated that preschool experience, Title I or otherwise, had a positive impact on children.

Table 15

Comparison of Performance of Kindergarten Children By Type of Preschobl Experience On Metropolitan Readiness Tests I

Measure	Type of Preschool Experience									F
	No Preschool			Preschool Title I			Preschool Other			
	N	X	O	N	X	O	N	X	O	
Auditory Memory	71	8.0	3.0	80	9.1	2.7	24	8.7	3.6	2.34 (df = 2,172)
Rhyming	73	7.3	3.0	84	7.0	3.4	24	9.8	2.4	7.89** (df = 2,178)
Visual Tests										
Letter Recognition	84	8.7	2.9	93	10.0	2.1	33	9.7	2.4	6.57** (df = 2,207)
Visual Matching	80	9.1	3.9	82	10.7	2.7	30	10.7		5.12** (df = 2,192)
Language Test										
School Language and Listening	77	9.7	3.0	82	10.1	2.6	29	11.6	2.6	4.77** (df = 2,185)
Quantitative Language	70	6.8	2.4	81	7.8	2.0	24	8.0	2.5	4.66** (df = 2,172)

*p < .05
**p < .01

First Grade

First grade children were included in the evaluation sample in order to make longitudinal comparisons between children with and without Title I preschool backgrounds. The cognitive measure used to assess performance at the first grade was Metropolitan Readiness Test, Level II. The three major divisions of this measure were: 1) Auditory Tests consisting of auditory memory and rhyming subtests; 2) Visual Tests made up of letter recognition and visual matching subtests, and 3) Language Tests composed of two subtests, School language and listening and quantitative language. Based on this measure, the following comparisons were made: 1) Program, 2) Sex Differences, 3) Presence and Absence of Teacher-Aides, and 4) Type of Preschool Experiences.

Program Comparisons. At the first grade level the only two types of programs were Modified DISTAR and Eclectic. Results of comparisons between the two programs are reported in Table 16.

Table 16 - Comparison of Performance of First Grade Children By Program Components On Metropolitan Readiness Tests II

MEASURES	COMPONENT						F
	MODIFIED DISTAR			ECLECTIC			
	N	X	O	N	X	O	
Auditory Tests							
Beginning Consonants	20	9.3	2.5	242	9.8	2.9	0.65 (df = 1,260)
Sound Letter Correspondence	20	11.7	3.5	242	12.9	3.5	2.20 (df = 1,260)
Visual Tests							
Visual Matching	20	5.9	2.0	237	6.2	1.7	0.49 (df = 1,255)
Finding Patterns	20	10.1	4.6	237	10.5	3.3	0.38 (df = 1,255)
Language Tests							
School Language	19	4.5	2.1	236	6.1	1.8	14.67** (df = 1,253)
Listening	19	3.9	1.6	236	4.8	1.8	4.67* (df = 1,253)
Quantitative Concepts	19	4.2	1.9	236	4.4	1.7	0.46 (df = 1,253)
Quantitative Operations	19	8.4	3.9	236	10.0	2.6	6.47* (df = 1,253)

*p<.05
**p<.01

Analysis of variance comparisons between the two program components indicated significant differences between the two groups on three of the eight subtests: School Language, Listening, and Quantitative Operations. This finding is contradictory to expectations for the effects of the Modified Distar, a program of high cognitive emphasis. However, it does indicate the importance of the contributions of teachers in the Eclectic program in developing programs more effective in fostering certain school related skills.

Sex Differences. A comparison of the difference in performance between boys and girls is reported in Table 17.

Table 17

Comparison of Performance of First Grade
Children by Sex on Metropolitan Tests II

Measure	Sex differences on cognitive measure						F
	Male			Female			
	n	$\bar{x}$	o	n	$\bar{x}$	o	
Auditory Tests							
Beginning Consonants	136	9.4	3.0	127	10.2	2.8	4.59* (df=1,261)
Sound Letter Correspondance	136	12.3	3.7	127	13.4	3.2	7.73** (df=1,261)
Visual Tests							
Visual Matching	135	6.1	1.9	123	6.3	1.6	1.16 (df=1,256)
Finding Patterns	135	10.4	3.5	123	10.6	3.2	0.14 (df=1,256)
Language Tests							
School Language	134	5.9	1.9	122	6.1	1.8	0.94 (df=1,254)
Listening	132	4.8	1.8	124	4.8	1.8	0.03 (df=1,254)
Quantitation Concepts	132	4.4	1.7	124	4.5	1.7	0.09 (df=1,254)
Quantitation Operations	132	9.5	10.3	124	2.8	2.5	5.90 (df=1,254)

* $p < .05$
** $p < .01$

Results of comparisons between boys and girls at the first grade level indicated statistically significant differences on three of eight subtests. Girls had higher mean scores than boys on two Auditory subtests namely, Beginning Consonants, and Sound Letter Correspondence, and, on Language Subtest: Quantitative Operations. Thus the emerging sexual differences observed at the kindergarten level were more pronounced and definitive at the first grade level. This is consistent with existing literature on sex differences.

Presence and Absence of Teacher-Aides. There were no apparent differences between the mean scores of children in classes with and without teacher-aides on any of the Metropolitan Readiness, Level II, subtests. These results suggest a need for a more careful study of the use and effectiveness of teacher-aides.

Title I and Non-Title I Preschool Experience Comparisons. A comparison between the performance of Title I and non-Title I children is reported in Table 18 on the following page.

Results indicated there were statistically significant differences in the performance of Title I and Non-Title I children on Metropolitan II subtests: Beginning Consonants, Sound Letter Consonants, and Quantitative Operations. Children who had attended Title I Preschools had higher mean scores than those who had not attended Title I Preschool. These results indicate that Title I Preschool had a positive impact on beginning school skills.

Table 18

Comparison of Difference Between Title 1 and Non-Title 1 Children on Metropolitan II Test

Sub-Test	N	Mean	S.D.	N	Mean	S.D.	F
Beg. Consonant	116	10.3	2.8	53	8.7	3.4	10.62** (df=1,167)
Sound Letter Consonants	116	13.4	3.1	53	12.1	4.3	4.95* (df=1,167)
Visual Matching	114	6.3	1.5	51	6.2	2.2	.03 (df=1,163)
Finding Patterns	114	10.5	3.1	51	10.2	3.3	.39 (df=1,163)
School Language	113	6.0	1.8	50	5.7	1.8	1.30 (df=1,161)
Listening	114	4.8	1.8	50	4.6	1.7	.15 (df=1,162)
Quantitative Concept	114	4.3	1.5	50	4.4	1.6	.04 (df=1,162)
Quantitative Operations	114	10.4	2.5	50	9.2	2.6	7.17** (df=1,162)

*$p < .05$
**$p < .01$

AFFECTIVE MEASURES

Two different measures were employed to determine affective development on all three grade levels, prekindergarten, kindergarten, and first grade. The measures used were the California Preschool Social Competency Scale (CPSCS) and Gumpgookies.

PREKINDERGARTEN

The following comparisons were made at the prekindergarten level: 1) programs; 2) sex and 3) half-day and whole-day.

Program Comparisons. The results of comparisons by program components for prekindergarten children on the CPSCS are reported in Table 19.

Table 19

Comparison of performance of prekindergarten children by program components on the California Preschool Social Competency Scale

Measure	Distar			Modified Distar			Modified REC			Eclectic			F
	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	N	$\bar{x}$	σ	
California Total Score	16	72.8	18.8	28	103.3	15.4	17	86.9	19	81	89.3	15.0	12.61** (df = 3,136)

*p<.05
**p<.01

These results indicated that there were statistically significant differences among the performances of prekindergarten children in the four program components. Children in the Modified Distar Program had higher mean scores than children in the other three programs on CPSCS.

Comparison results by program components for prekindergarten children on the Gumpgookies measure is reported in Table 20.

Table 20
Comparison of Performance of Prekindergarten Children By Program Components on the Gumpgookies Measure

Measure	Distar			Modified Distar			Modified REC			Eclectic			F
	N	$\bar{x}$	o	N	$\bar{x}$	o	N	$\bar{x}$	o	N	$\bar{x}$	o	
Gumpgookies	15	51.3	7.1	17	45.5	9.0	16	39.6	12.9	52	46.3	9.7	3.75** (df = 3,95)

*p<.05
**p<.01

The results indicated that there were statistically significant differences among the performance of children in the four program components. Children in the Distar Program had higher mean scores than those in the other programs on the Gumpgookies measure.

It is important to note that CPSCS was filled out by teachers while Gumpgookies was completed by children. It is also important to note that at the preschool level the majority of children in the Modified Distar Program were from the non-Title I school.

On the CPSCS, children in the Modified Distar had the higher mean scores than children in the Distar Program. The pattern of these results is consistent with what is generally known about preschool education in terms of program effects and social class expectations. Teachers of Distar Programs generally place less emphasis on affective development and, therefore, might give a low evaluation to children in the Distar Program. In addition, teachers may generally perceive middle class children as more socially competent, thus rating the Modified Distar group higher.

For the Eclectic Program, teachers' assessment, as well as the children's performance, fell at the middle ranges.

The higher scores of Distar children on the Gumpgookies measure may be attributed to secondary effects of the program. Bereiter and Engelman (1966) state that because children in the DISTAR Program are provided with immediate, positive feedback on their cognitive performance, they feel good about themselves, thus they have a positive self-concept.

Sex Comparisons. There were no apparent differences between the performance of boys and girls on either the CPSCS or Gumpgookies. It appears that teachers did not perceive boys and girls differently in social competency, neither did boys and girls perform differently.

Half-day and Whole-day Comparisons. There were no statistically significant differences between the performance of prekindergarten children attending half-day and whole-day classes on either of the two affective measures.

KINDERGARTEN

At the kindergarten level, comparisons were made for program, sex, half-day and whole-day, and type of preschool experience.

Program Comparisons. At kindergarten level, there were no statistically significant differences in performance among program components as measured on the California Preschool Social Competency Scale.

Program Comparisons for the kindergarten group on the Gumpgookies measure are reported in Table 21.

Table 21

Comparison of performance of kindergarten children by program component on the Gumpgookies Test

Measure	Program Component						F
	Distar			Eclectic			
	N	$\bar{x}$	o	N	$\bar{x}$	o	
Gumpgookies	56	44.5	10.1	114	40.0	8.2	5.95 (df = 2,168)

*p<.05
**p<.01

Children in the DISTAR Program had higher mean scores on the Gumpgookies measure than children in the Eclectic Program (F=5.95; df=2,168; $p < .05$). These results are comparable to those of the pre-kindergarten group on the same measure.

Sex Comparisons. There were no apparent differences between the performance of boys and girls on either the CPSCS or Gumpgookies. Therefore, teachers did not perceive boys and girls differently in social competency, nor did boys and girls perform differently.

Half-day and Whole-day Comparisons. Comparisons of half-day and whole-day on the CPSCS and Gumpgookies at the kindergarten level are reported in Table 22.

Table 22

Analysis of Variance Comparison of the Impact Of Half-Day and All-Day Preschool Programs on Kindergarten Children as Measured by the Social Competency Scale and Gumpgookies

Measure	Half-Day Preschool			All-Day Preschool			F
	N	X	O	N	X	O	
Calif. Social Competency Scale Total Score	60	92.2	15.5	63	85.0	17.9	5.66* (df=1,121)
Gumpgookies Total Score	75	37.9	7.5	96	44.4	9.3	23.98** (df=1,169)

*$p < .05$
**$p < .01$

Results indicated statistically significant differences between children who attended half-day and all-day classes on California Social Competency Scale and on the Gumpgookies Test. Children attending half-day classes had higher mean scores than children attending all-day classes on the California Social Competency Scale; and children attending all-day classes had higher mean scores than children attending half-day classes on the Gumpgookies measure. Possible explanations for the varied findings are: (1) inability of the measures to pick up fine differences; (2) difference in sources of information; one measure taps the perceptions of teachers while the other is administered to children to assess aspects of social competency.

FIRST GRADE

At the first grade level, the following comparisons were made: 1) program, 2) sex and 3) type of preschool experiences.

Program Comparisons. There were no statistically significant differences between the performance of children in the two types of programs, Modified DISTAR and Eclectic on either of the two affective measures, CPSCS and Gumpgookies.

Type of Preschool Experience. There were no statistically significant differences in performance across the three groups of children: those who had no preschool experience, those with Title I preschool experience and those with other type of preschool experience on either the CPSCS or the Gumpgookies measure.

Sex Comparisons. Comparisons between the performance of boys and girls on CPSCS is reported in Table 23.

Table 23

Comparison of Performance of First Grade Children
By Sex on California Social Competency Scale

Measure	Sex differences on affective measure						F
	Male			Female			
	n	$\bar{X}$	σ	n	$\bar{X}$	σ	
California	61	83.3	19.4	42	93.7	17.7	7.71 ** (df=1,101)

$**p<.01$

Results indicated that there were statistically significant differences between the performance of boys and girls at the first grade level on the CPSCS. Girls had higher mean ratings than boys.

On the Gumpgookies measure no apparent sex differences were observed. It may be inferred from these findings that boys and girls do not respond differently on social competency measure, but teachers, however, perceive them differently.

Type of Preschool Experience. Comparisons between children in Title I and Non-Title I Programs indicated no apparent differences on either of the affective measures.

In conclusion, the results of the study indicate that the impact of program components, sex, half-day and whole-day programs, and type of preschool experiences was greater on cognitive rather than affective development at all grade levels. A detailed summary of the results of child measures is presented on the next page.

Overall Summary of Child Measures

1. The results of program component comparisons varied to the extent that it was difficult to determine if any one program was clearly more effective than another.

2. On the cognitive measures,sex differences were manifested beginning at the kindergarten level and fully surfaced by first grade. Girls had higher cognitive performance than boys.

3. On the affective measures, there were no sex differences as indicated by children's responses. However, teachers rated girls higher than boys at the first grade level.

4. The presence of teacher-aides did not have significant impact at any grade level.

5. Half-day and whole-day program effects were contradictory and difficult to explain.

6. Preschool experience had a positive impact on the cognitive development of children at pre-kindergarten level which was retained through the first grade. No comparable or consistent impact was observed, however, for affective development.

CHAPTER IV RESULTS AND DISCUSSION: ADULT MEASURES

Several descriptive measures were used to assess the characteristics and the impact of adults in the preschool program. These included two teacher measures, one teacher-aide measure, one parent, one principal, and one administrative questionnaire. The results for each measure are presented separately.

Teacher Measures

Of all the adult participants in the preschool program, the ones most actively and formally involved were the teachers. Two measures were used to describe the characteristics and roles of teachers in the program. The first was a standardized, comprehensive instrument, Educational Environment Questionnaire (EEQ) of the CIRCUS Measure. The second one was a project-specific instrument designed to determine teacher's use and perception of the eight program components.

Educational Environment Questionnaire (EEQ)

From this measure, background information on the educational setting, materials, educational philosophy, and general goals and attitudes of the teachers was obtained. The instrument was individually administered in accordance with administrative guidelines. A descriptive analysis of the data is presented in Tables 24-29 which included class setting, pupil control techniques, presence, availability and frequency of use of materials, educational philosophy and values of teaching, educational objectives, and teacher job satisfaction.

Table 24

Class Setting

	N	%
Self-contained classroom	27	66%
Primarily self-contained, with considerable use of other space	3	7%
Open, large space, but class groups stay fairly separate	2	5%
Open, large space, with much interaction with others	9	22%
Total	47	100%

The majority of the classrooms (66%), as expected in preschool and early elementary grade levels, were self-contained. A large number of classrooms (27%) had open settings. They differed, however, in that 5% of the 27% maintained groups while the remaining 22% had fewer groups and greater interaction among children.

The major educational objectives as perceived by teachers in the Preschool Expansion Program were: development of cognitive skills (97%), personal-social skills (97%), sensitivities and appreciations (74%), receptive language (84%), productive language (89%), auditory and visual discrimination (89%), physical and motor skills (84%), recognition of letters and numbers (79%), problem solving (82%), and understanding number concepts (76%). Next on the list of priorities for educational objectives were: general information, creativity and memory skills. Copying, grammar skills, arts and crafts, and music skills were considered least important educational objectives.

These findings of teachers' educational objectives for preschool programs and teachers' educational philosophy and values are somewhat contradictory. Teachers state that cognitive skills are as important as personal-social skills. However, in their educational philosophy and values, they place greater emphasis on cognitive development. This suggests the need for inservice training to clarify teachers' values and to help them better understand the whole child.

Table 25
Pupil Control Techniques

Techniques	*# and % saying Yes appropriate		# and % finding Most effective	
	Total N = 41	Percentage	Total N = 41	Percentage
Ignore	26	68%		
Look or gesture	37	97%	4	11%
Move closer	37	100%	3	9%
Restrain	19	50%	-	-
Command	36	92%	1	3%
Tell what should be	36	92%	7	20%
Redirect	35	92%	9	26%
Show example	27	69%	1	3%
Point out poor behavior to others	3	8%	-	-
Isolate	17	45%	-	-
Talk over	35	90%	9	26%
Praise	39	100%	1	3%
Total			35**	101%

*Frequencies and %'s reported are adjusted and exclude missing data

**Six missing cases reflected in total N.

Table 26

Presence or Availability and Frequency of Use of Materials

	Available		Always Present		Used Often	
	n	%	n	%	n	%
TV	41	26%	41	29%	41	24%
Tape Recorder	41	24%	41	68%	41	38%
Record Player	41	8%	41	89%	41	77%
Piano	41	21%	41	15%	41	25%
Pet(s), fish	41	11%	41	32%	41	43%
Plants	41	8%	41	87%	41	73%
Movable extra tables	41	10%	41	77%	41	88%
Movable extra chairs	41	8%	41	82%	41	91%
Compartments for each child's use	41	8%	41	74%	41	100%
Designated activity areas	41	6%	41	83%	41	75%
At least 15 picture books	41	18%	41	83%	41	86%
Educational games and puzzles	41	8%	41	74%	41	97%
Art supplies	41	13%	41	87%	41	77%
Convenient outdoor play area	41	95%	—	—	41	82%
Outdoor play equipment	41	87%	41	3%	41	65%

The results indicate that teachers generally employed positive control techniques including verbal and behavioral approaches. Of these two categorical types of control, more behavioral than verbal were used. However, teachers reported the following specific approaches to be most effective: telling a child what he/she should do (20%), redirecting the child (26%), and talking problems over with children (26%). These approaches are sound and in keeping with recommendations for effective control techniques with preschool children. (Read, 1960).

Majority of classrooms had adequate materials which were used often. Those most frequently used were record player (77%) picture books (86%), art supplies (77%), and educational games (97%). Additionally, most of the children had individual compartments for their own use (100%) and movable chairs and tables (91%). Majority of classrooms also had outdoor play areas (82%) with equipment which were often used. Plants were present in majority of the classrooms (73%).

Table 27

Educational Philosophy and Values of Teachers

Formal Structured Emphasis		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
32	Teaching children to speak one at a time	21	57%	8	22%	8	22%
33	Praise for neat work and appearance	33	87%	2	5%	3	8%
34	Assigned seating arrangement necessary for at least part of the day	29	76%	2	5%	7	18%
38	Use of models or patterns for artwork	8	21%	4	11%	26	68%
40	Children appreciate firm discipline	25	68%	8	22%	4	11%
42	Order and low noise level foster learning	33	85%	4	11%	2	5%
43	Children should be made to complete task	28	72%	3	8%	8	21%
46	More teacher-child communication than child-child communication	15	39%	5	13%	19	49%
50	Permission to start new activity should be required	7	19%	2	5%	28	76%
52	Immediate corrections of children's language errors	25	64%	4	10%	10	26%
54	Greatest source of children's school difficulties is the home	21	55%	12	32%	5%	13%
55	Traditional children's literature is important	37	95%	2	5%	0	0%

Table 27 (Continued)

Educational Philosophy and Values of Teachers

Social - Emotional Emphasis		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
25	Social-emotional rather than intellectual emphasis	8	21%	27	69%	4	10%
26	Too early to encourage reading	0	0%	1	3%	38	97%
56	Lesson and activities derived from children's interests	13	33%	7	18%	19	49%
57	Bilingual children can be taught more effectively in separate classes . . .	6	16%	13	34%	19	50%
61	Avoidance of emotional topics such as sex, death, birth, God, etc.	6	15%	6	15%	27	69%

Formal Structured Emphasis		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
58	Classroom rules and procedures should be established and learned	24	62%	3	8%	12	31%
62	Informal classroom approach not suitable for many children	19	49%	11	28%	9	23%

Table 27 (Continued)

Educational Philosophy and Values of Teachers

Subgroup Orientation		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
28	Cultural and ethnic material is important to children's learning	35	90%	3	8%	1	3%
39	Same ethnicity for teacher and child is important for intellectual and personal-social progress	2	5%	7	18%	29	76%

Expectation of Different Subgroups		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
31	Language skills are generally more difficult for boys than girls	8	22%	6	16%	23	62%
37	Number skills are generally harder for disadvantaged children	6	16%	8	22%	23	62%
45	Boys are usually more disruptive than girls in the classroom	7	18%	5	13%	26	68%
51	Number skills are generally more difficult for girls than boys	0	0%	5	13%	33	87%
53	Language skills are generally more difficult for disadvantaged children	16	42%	10	26%	12	32%

Table 27 (Continued)

Educational Philosophy and Values of Teachers

Involvement Emphasis		Agree		Uncertain		Disagree	
Item #	Item Summary	n	%	n	%	n	%
27	Daily parent participation is important	17	44%	4	10%	18	46%
29	Classroom visitors may be disruptive to class activities	25	64%	2	5%	12	31%
30	Encourage children to talk about outside matters	19	49%	10	26%	10	26%
36	More male pre-primary teachers are needed	29	76%	7	18%	2	5%
41	Educational television programs are of little value	4	11%	4	11%	30	79%
47	Individual and small group teaching are more effective than whole class	34	87%	1	3%	4	10%

Educational philosophy and value of teachers included teachers' opinions on the significance of social-emotional, formal-structure and involvement emphasis and the orientation and expectations of subgroups based on sex, ethnicity, and socio-economic status. Teachers did not have different perceptions of male and female students on number and language skills. A large number of teachers perceived disadvantaged children as having more difficulty with number skills.

In terms of subgroup orientation, a majority of the teachers believed that cultural and ethnic materials were important to children's learning (90%). However, they did not agree that it was important for intellectual and personal-social progress that teachers and pupils belong to the same ethnic group (76%).

In involvement emphasis a majority of the teachers did not agree that educational TV was of little value (79%). They believed that individual small group teaching was more effective than whole class (87%), and recognized the need for more male teachers (76%). A majority of the teachers also considered classroom visits by outsiders to be disruptive (64%). Teachers were equally divided in their views on the importance of daily parent participation: 44% considered it important and 46% disagreed.

These results suggest that the majority of the teachers participating in this study held traditional educational values. They emphasized academic development, neatness, and order. They placed less emphasis on social and emotional development, and held the home in low esteem. These attitudes and values are to some extent incompatible with sound child development practices and the requirements of some program components such as REC and child-centered programs.

A majority of teachers favored formal-structure emphasis and involvement emphasis in their educational philosophy. In formal-structure emphasis, a majority of the teachers praised children for neat work and appearance (87%), assigned seats for at least part of the day (76%), considered traditional children's literature to be important (95%), believed that children appreciate firm discipline (68%), considered order and low noise level important for learning (85%), required completion of tasks (72%), corrected language errors immediately (64%), established classroom rules and procedures (62%), and believed home to be the greatest source of children's difficulties (55%).

Table 28

Educational Objectives

	# indicating importance					# and % indicating importance	
	Most 3	Secondary 2	Least #	 %	Avg.*	Most %	Secondary %
General information	26	12	0	-	2.68	68%	32%
Receptive language	32	6	0	-	2.84	84%	16%
Productive language	33	4	0	-	2.89	89%	11%
Skills & Grammar	15	13	8	22%	2.19	42%	36%
Auditory discrimination	34	4	0	-	2.82	89%	11%
Visual discrimination	34	4	0	-	2.82	89%	11%
Quantity (Understand No. Concepts)	29	9	0	-	2.76	76%	24%
Recognition of letters & numbers	30	8	0	-	2.79	79%	21%
Copying (able to form numbers and letters)	17	17	4	10%	2.34	45%	45%
Creativity	23	12	3	8%	2.52	60%	32%
Memory	19	16	1	3%	2.50	53%	44%
Problem solving	31	5	2	5%	2.76	82%	13%
Physical and motor skill	31	6	0	0%	2.84	84%	16%
Arts and crafts skill	18	19	0	0%	2.49	49%	51%
Musical skills	10	24	3	8%	1.19	27%	65%
Cognitive skills	37	0	1	3%	2.95	97%	0%
Personal - Social skill	37	0	1	3%	2.95	97%	0%
Sensitivities & appreciations	28	9	1	3%	2.95	74%	24%

*Multiply number of teachers indicating most important by 3, number of teachers indicating secondary importance by 2, and number of teachers indicating least importance by 1. Divide total by number of teachers to compute average. (The footnoted procedure was followed).

Table 29

Teacher Job Satisfaction

Teachers answering YES to the following questions (where YES suggests positive attitude)	Total N = 41	%
Was teaching your first choice as a profession?	3	78%
Do you think the class's families are supportive of your efforts?	5	13%
Do you think the administrators are supportive of your work?	38	95%
Do you generally have an adequate supply of classroom materials?	33	83%
Is the maintenance of your building and classroom generally good?	35	88%
Is the amount of space assigned to your classroom adequate?	25	71%
Do you think the salary you receive is fair compared to others in your profession?	27	71%
Do you generally find the fellowship of others in this school rewarding?	33	83%
If you didn't have to teach next year, would you?	25	63%

Teachers answering NO to the following questions (where NO suggests positive attitude)	Total N = 41	%
If you had it to do all over again, would you enter another profession?	26	67%
Is too much of your time diverted to activities other than helping children learn and develop?	20	51%
Is there another school or center in the area where you would rather teach?	33	83%
Would you rather teach older children?	38	95%
Do you feel that your community assigns low status to preprimary teachers?	38	95%
Do you think the size of this class is too large?	22	55%
Is there a strong need for more aides in your classroom?	17	43%

Teachers were generally satisfied with their jobs. Aspects of the job that were most satisfying included support from administrators (95%), rewarding fellowship within school community (83%), good building maintenance (88%), adequate materials and supplies (83%). Job satisfaction was further demonstrated by the fact that the teachers didn't perceive the community as assigning low status to their jobs (95%), teachers were satisfied with the present age level of their pupils (95%), and they preferred teaching at their present job sites (83%).

There were a few areas with which teachers did express dissatisfaction. For example, very few teachers perceived children's families as supportive of their efforts (13%); 53% of the teachers felt a strong need for more aides in their classrooms, and that too much of their time was diverted to activities other than helping children learn and develop (49%).

In conclusion, the educational environment of the Preschool Expansion Program was generally supportive of learning and development. Class settings and pupil control techniques were predominately traditional, as were teachers' educational philosophy and values. Materials were usually adequate and available. Teachers' educational objectives were compatible with the developmental needs of young children, and teachers were generally satisfied with their jobs.

The Teacher Questionnaire

The second teacher measure, the teacher questionnaire, was a non-standard program-specific instrument. This measure was designed to evaluate the degree to which the eight components of the Preschool Expansion Program were implemented. The specific objectives of this measure were:

1. To describe the components used in the classroom in terms of the teachers' familiarity with the component, the extent to which it has been used, and the ease or difficulty of implementation.
2. To describe supervision and support systems in terms of sources and adequacy of supervision, and support services in the classroom in terms of the presence of a teacher-aide and the availability of resource personnel.
3. To determine adequacy of the training provided for teachers and the need for future training.
4. To ascertain the nature and value of parent involvement in terms of its impact on children's performance, the ways in which parents have been involved and teachers' attitudes toward parent involvement.
5. To describe the teacher/teacher-aide relationship in the classroom, the training level and training needs of the aide as perceived by the teacher, and the quality of the relationship between the teacher and teacher-aide.
6. To discern the teachers' assessment of the impact of the prekindergarten program on children's performance.

Administration Procedures. Ninety-eight questionnaires were distributed, one to each teacher participating in the evaluation at the prekindergarten, kindergarten, and first grade levels of the sample schools. Forms were coded to indicate school and grade level and were hand-carried to the schools by data collectors. To insure greater questionnaire returns, follow-up procedures in the form of personal telephone calls and written communication were employed.

Fifty percent, of the ninety-eight questionnaires distributed were returned. Of the teachers responding, ten were prekindergarten, twelve were from kindergarten, and twenty-seven were from first grade level classrooms. In terms of teachers responding at each grade level, (52.6%) of prekindergarten, (37.5%) of kindergarten, and (57.4%) of first grade level teachers responded.

Familiarity and Usage of Program Components. The data were analyzed in terms of teachers' familiarity with program components, the extent to which each was used in the classroom, and the ease or difficulty of implementation. The results are presented in Table 30.

Familiarity with the eight components on a percentage basis was as follows; DISTAR, 58%; Parent Involvement, 51%; Enrichment Through Radio, 42%; Staff Development, 42%; Early Childhood Continuum 33%; Perceptual Skills Emphasis, 22%; Mini Course, 22%; and Responsive Environment Corporation, 18%. While teachers were familiar with many of the eight components, all of them were not used each year. Usage in the 1975-76 school year was as follows: Parent Involvement, 49%; Staff Development, 38%; Enrichment Through Radio, 27%; Mini Course and DISTAR, 22% each; Early Childhood Continuum, 18%; Perceptual Skills, 11%; and Responsive Environment Corporation, 7%; was used least. Ease of implementation varied accordingly: Parent Involvement, 38%; Staff Development, 27%, DISTAR and Enrichment Through Radio, 18% each; Early Childhood Continuum, 13%; Perceptual Skills Emphasis, 9%; Responsive Environment Corporation and Mini Course, 4% each.

A comparison of all components in terms of familiarity, usage, and ease of implementation

Table 30

Components Used In Classroom

Educational Program	N	% tile	Familiarity with		Used This year		Easy Implementation	
			n	%	n	%	n	%
Responsive Environment Corp.	45	100%	8	18%	3	7%	2	4%
DISTAR	45	100%	26	58%	10	22%	8	18%
Enrichment Through Radio	45	100%	19	42%	12	27%	8	18%
Perceptual Skills Emphasis	45	100%	10	22%	5	11%	4	9%
Early Childhood Continuum	45	100%	15	33%	8	18%	6	13%
Mini Course	45	100%	10	22%	10	22%	2	4%
Parent Involvement	45	100%	23	51%	22	49%	17	38%
Staff Development	45	100%	19	42%	17	38%	12	27%
Other Programs	45	100%	7	16%	5	11%	3	7%

*Percentages based on sample size of 45.

revealed that Parent Involvement, Staff Development, DISTAR, and Enrichment Through Radio were the four highest, and Responsive Environment and Mini Course were the lowest.

The levels of familiarity and implementation indicated that program components were envisioned and utilized in a manner quite different from that implied in the proposal. The fact that the majority of teachers were not familiar with five of the eight components and that in no case were all teachers familiar with any one, implies a weakness in the orientation of staff to program components. Data which suggest possible explanations for the discrepancy between familiarity and usages were found in both the administrative and the Teacher Questionnaires. First, the Program Director expressed concern that to have clearly labelled and introduced the Preschool Expansion Program as Title I, could have had negative implications for children in the program. Program components were usually introduced at the monthly staff development meetings. However, with a decline in monthly meetings and an increase in the number of new teachers joining the program, information about components and their use was no longer systemmatically imparted. Teachers consistently indicated that even when familiar with several program components, they did not always use them. This perhaps resulted from the voluntary conditions of component utilization and the classroom adaptation required for implementation of new program approaches. Teachers' perceptions of the program components and their relevancy to children's developmental and educational needs could also have attributed to the infrequent use of some components. The data on component usage indicated that teachers felt no component was good for all children.

Supervision and Support. Supervision and support were investigated because research has shown these factors to be crucial to the success of educational programs. This data is presented in Table 31.

Table 31

Supervision And Support

Adequacy	Number of Cases			Percentage Distribution	
	N	Yes	No	Yes	No
Adequate Supervision	46	44	2	96%	4%
Would like more Supervision	41	6	35	13%	76%

Availability	Number of Cases				Percentage Distribution		
	N	Yes	No	No Help Needed	Yes	No	No Help Needed
Someone Available to Call Upon for Help	49	37	2	10	76%	4%	20%

Who is Called Upon for Help	N	Number Indicated	Percentage Distribution
Principal	44	19	42%
Dept. of Preschool Programs	45	17	38%
Co-Workers	44	25	56%
Others	45	13	29%
Nobody	44	2	4%

By far, the majority of teachers felt their supervision was adequate (96%), and that they had someone available to call upon for help (76%). In general, teachers felt they had someone to call upon for help: co-workers (56%), principals (42%), Department of Preschool Programs (38%) and others (29%). Four percent (4%) felt there was no one to call upon, and 20% felt that they needed no help. There was no one source from which a majority of teachers sought support.

The sources of supervision and support were not clearly apparent, however. While the Director of Preschool Programs administered the Title I preschool funding, she was not directly responsible for supervision of teachers in the program. The principal of the school was the primary supervisor, and the Director of Preschool Programs was involved usually at the request of the principal or teacher. The Preschool Program Director's involvement hinged more on relationships established with staff at various schools than on clear lines of administrative authority. Complicating this situation was the decentralization of the school system and the inclusion of regional administration staff. The resulting situation was that three levels of D. C. Schools personnel (the principal, the regional staff person, and the Director of Preschool Programs) all had administrative responsibility, but their roles in supervision and support to classrooms were unclear. Nor is it clear now how they work together to assure quality educational programs for each child. For example, if this responsibility falls essentially to the principal, how do regional staff and the Director of Preschool Programs fulfill their obligation to the school system to oversee the proper implementation of programs for children?

Availability and Adequacy of Materials. The availability and adequacy of materials for implementing the program components was an additional concern. The results of the analyses of teacher responses are reported in Table 32.

Table 32: Adequacy of Materials

	Availability				Adequacy			
Component	N	% tile	None		Ok		Not Ok	
			n	%	n	%	n	%
REC	11	100%	6	55%	4	36%	1	9%
DISTAR	12	100%	4	33%	8	67%	...	...
Enrichment Through Radio	12	100%	4	33%	8	67%	...	...
Perceptual Skills Emphasis	5	100%	4	80%	1	20%	...	...
Early Childhood Continuum	9	100%	4	44%	5	56%	...	...
Mini Course	5	100%	4	80%	1	20%	...	...
Parent Involvement	10	100%	3	30%	7	70%	...	...
Other	6	100%	5	83%	1	17%	...	...

Majority of the teachers had adequate materials for Parent Involvement, 70%; for DISTAR 67%; Enrichment Through Radio, 67%; Early Childhood Continuum, 56%. A relatively small proportion of teachers using the Mini Course and the Perceptual Skills Emphasis components felt that materials were adequate, 20%, and REC, 36%.

The inavailability or lack of adequate materials may have been related to training and the opportunity teachers had to fully understand the applicability of the materials. (Approximately 33% had participated in staff development). Three of the teaching components (DISTAR, REC, Perceptual Skills) required specific manufactured materials for their implementation. REC also required mechanical devices (the Talking Page) which were subject to malfunction. Any lack of supplies in these components made it impossible to conduct the program as prescribed. In addition, funds for the Expansion Program were limited, sometimes making it difficult to supply materials immediately if a teacher decided to try a new component. However, results regarding materials for specific components were not consistent with responses to the general question: "Do you have adequate materials?" to which the majority of teachers replied in the affirmative. Results suggest that procedures for providing materials for the program components were not organized or consistent.

Training Adequacy and Needs. Teachers' views on the adequacy of training and of future training needs were solicited. A summary of the data on training adequacy is presented in Table 33.

Table 33
Adequacy of The Training For Teachers

			Adequacy of Training					
Component	N*	% tile	None		Ok		Not Ok	
REC	13	100%	8	62%	4	31%	1	8%
DISTAR	16	100%	7	44%	9	56%	...	...
Enrichment Through Radio	14	100%	6	43%	8	57%	...	...
Perceptual Skills Emphasis	7	100%	3	43%	4	57%	...	...
Early Childhood Continuum	11	100%	4	36%	7	64%	...	...
Mini Course	9	100%	5	56%	4	44%	...	...
Parent Involvement	17	100%	5	29%	12	71%	...	...
Other	6	100%	5	83%	1	17%	...	...

*These figures indicate that more people received training than used the program in their classrooms.

Information on training adequacy was analyzed in terms of program components. Most of the teachers using Parent Involvement (71%), felt that the training was adequate. A majority of teachers in Early Childhood Continuum (64%); Enrichment Through Radio and Perceptual Skills Emphasis (57%) each; and DISTAR, 56%, evaluated the training to be adequate, Mini Course and REC were considered least adequate, 44% and 31% respectively.

Responses revealed that training was considered adequate by a majority of teachers in every component except REC and the Mini Course. A number of teachers also indicated that no training had been received. The varying percentages of teachers who received training in specific components may have resulted from administrative and orientation practices previously mentioned. Other contributing factors may have been: getting release time for teachers in order to attend training sessions, the scheduling and notification of training events, and the fact that training was often provided on the basis of requests by teachers, aides, or principals.

Assessments of training needs were primarily focused on ways to help children benefit from their educational experiences. The data are presented in Table 34.

Table 34
Areas of Training Needs

Areas of Training	N	Number Indicated	Percentage Distribution
Pupil Evaluation	12	5	42%
Parents to Work With Children	12	1	8%
Setting Up Centers/ Open Space Education	11	3	25%
Disciplining Children	10	1	8%
Working with Children with Special Problems	11	1	8%
Curriculum Development	10	5	42%

Teachers indicated a need for training in Pupil Evaluation (42%); Curriculum Development (50%); and Setting Up Centers/Open Space Education (25%). Areas in which a very small percentage reported training needs were disciplining children, working with children with special problems, and getting parents to work with children, (8%) for each area.

In recent years there has been an emphasis in early childhood education on the early screening of children to detect developmental lags before they become serious problems. Skill Development in assessing children's educational needs and in providing appropriate educational programs were identified as a training need by teachers. However, only 12 out of 45 respondents to the questionnaire identified specific training needs. This low response rate may be the result of general teacher satisfaction with their performance in the classroom.

Parent Involvement. Teachers were asked to describe Parent Involvement in terms of its impact on children's performance, ways in which parents have participated, ways in which parents should participate, and their attitudes on the subject. Results are presented in Tables 35 and 36.

Table 35
Nature and Value of Parent Involvement

Do Children Perform Better When Parents are Involved?

Response	Number	Percentage Distribution
Yes	21	46%
No	13	28%
No Difference	8	17%
Other	4	8%
Total	46	100%

Ways Parents Have Been Involved:

Activities	N	Number Indicated	Percentage Distribution
Assist with Field Trips	45	27	60%
Tutor Slow Learners	45	6	13%
Conduct Extra-Curricular Activities	45	16	36%
Relieve Teacher	45	9	20%
Participate in Regular Classroom Activities	45	11	24%
Attend Parent Meetings	45	8	18%

How Respondent Feels About Parent Involvement?

Attitude	Number	Percentage Distribution
Positive	40	85%
Negative	2	4%
Indifferent	2	4%
Other	3	6%
Total	47	100%

Table 36

Ways In Which Parents Should Be Involved

Kind of Help Needed	N	Number Indicated	Percentage Distribution
Teach Socialization Skills	47	12	26%
Provide Supportive/ Stimulating Home Environment	47	17	36%
Participate In School Activities	47	8	17%
Not Pressure Children Too Much	47	36	77%
Encourage Good Performance In School	47	9	19%
Review and Help With Homework	47	29	62%

Forty-six percent of the teachers felt that children performed better when parents are involved. Twenty-eight percent did not agree that parent involvement had a positive impact on children's performance. Seventeen percent felt that parent involvement made no difference in children's performance.

Parents have been involved in the following manner: assistance with field trips (60%); conducting extra activities (36%); participation in regular classroom activities (24%); and as relief teachers (20%). Parents have also been somewhat involved in parent meetings (18%); and in tutoring slow learners (13%).

A very high percentage of teachers felt positively about parent involvement (85%) and many had worked with parents in various activities. The percentage who felt children performed better when parents participated (46%) was pretty much balanced by those who felt children did no better (28%) or that there was no difference in performance (17%).

The positive attitude of teachers toward including parents may have stemmed from a history of good relationships and experiences of parents working with them in their classroom activities. It was probably further reinforced by the fact that they felt that children benefitted from parent involvement.

The fact that almost half of the respondents saw no benefits to children in their parents' involvement may be related to the types of activities in which parents usually participate. Sixty percent of the teachers had involved parents in field trips, thirty-six percent in extracurricular activities, twenty-four percent in regular classroom activities, twenty percent in relieving the teacher, eighteen percent in parent meetings and thirteen percent in tutoring slow learners. While all of these activities have merit for parents and children, unless the parent is a regular volunteer or unless parent meetings are devoted to ways of helping children to learn, there may be little opportunity for the untrained or unsophisticated parent to learn how to work with his or her own child.

Thus, the benefits of parental involvement may be more evident in those cases where the parent is able to pick up on class activities which can be applied in the home. Parent involvement appears to be more mutually beneficial when the experiences are more relevant to the needs of parents and their children.

A majority of the teachers felt that parents should review and help with homework (62%); but they should not pressure children too much (77%). Teachers also suggested that parents should provide stimulating home environments (36%); teach socialization skills (26%); encourage good performance in school (19%) and participate in school activities (17%).

Clearly, their interest was in having parents participate in ways that directly benefitted their children. The results of this study indicate that except for participation in classroom activities (17%), parents had not been involved in ways that would make them better able to help their children in the areas mentioned.

The Role of Teacher-Aide in the Classroom. Since the reduction of the teacher-child ratio has been a premise for increasing educational gains in children, the role of the teacher-aide was of particular interest. Teacher/teacher-aide relationships were analyzed in terms of the role of the teacher-aide in the classroom, training levels and needs of the aides, the quality of the relationships. Results of these analyses are reported in Tables 37, 38, 39 and 40.

Table 37

Role of Teacher-Aide

Role (Specific)	Number of Cases	Percentage Distribution
Teaches	4	10%
Assists Teacher	4	10%
Prepares Material	1	3%
Teaching/Assists Teacher	1	3%
Teaching/Supervises Children	3	8%
Assists Teacher/Supervises Children	1	3%
Teaching/Assists Teacher/Prepares Material	3	8%
Assists Teacher/Prepares Material/ Supervises Children	1	3%
Teaching/Assists Teacher/Prepares	6	15%
Material/Supervises Children	2	5%
Total	40	76%
Role (General)		
Teaching	11	28%
Supervision	15	38%
Asst. Teacher	18	45%
Preparation of Materials	16	40%

Teachers saw teacher-aides as fulfilling various roles: assisting teachers (45%); teaching (28%); supervising children (38%) and preparing materials (40%).

Table 38

Characteristics of Teacher-Aides' Training

Has Teacher-Aide Received Training?		
Response	Number	Percentage Distribution
Yes	33	87%
No	5	13%
Total	38	100%
Trainer of Teacher-Aide	Number	Percentage Distribution
Title I	11	42%
Preschool Expansion	6	23%
University	8	31%
Workshops	1	4%
Total	26	100%
Does Teacher-Aide Need Additional Training?		
Response	Number	Percentage Distribution
Yes	16	40%
No	24	60%
Total	40	100%

A large number of teacher-aides 87% had received training. Sources of training were: Title I (42%); University (31%); the Preschool Expansion Program (23%); and workshops (4%). Forty percent of the teachers indicated that the aides needed additional training.

The extent of support services in the classroom was determined by several factors: the presence of teacher-aide in the classroom, the extent of teacher aides' participation in instructional activities, and the indication of areas in which more classroom support was needed. Data on support services is presented in Table 39.

Table 39: Support Services In The Classroom

Presence of Teacher-Aide In Classroom	Number of Cases	Percentage Distribution
Yes	40	83%
No	8	17%
Total	48	100%

Extent Teacher-Aides can Participate in Instructional Activities:

Activity	N	Number Indicated	Percentage Distribution
Teaching Related Role	29	23	79%
Reinforces Learning	26	11	38%
Prepares Material	27	6	21%
Supervises Children	26	13	45%
Planning	29	7	24%
Total Classroom Participation	27	4	14%
Work With Children's Special Needs	28	14	48%

Areas In Which More Support Is Needed:

Areas of Support	N	Number Indicated	Percentage Distribution
From Outside Sources	16	5	31%
On Pupil Assessment	14	1	6%
On Discipline	15	3	19%
From Parents	14	3	19%
From Aides	14	3	19%
From Open Space Educators	14	3	19%

Most of the teachers (83%), had teacher-aides in their classrooms. The majority of the teachers used the aides in teaching related roles (79%. A large proportion of the teacher-aides also participated in instruction by working with children with special needs (48%); supervising children (45%); reinforcing learning (38%); and planning (24%). A very small number of teachers indicated a need for more support. Those who did, specified support needs from outside specialists (31%); from parents (19%); from aides (19%); and from open space educators (19%). Areas of specific need for support were Pupil Assessment (6%) and Discipline (19%).

Table 40
Quality of Relationship Between Teacher and Teacher-Aide

Teacher/Teacher-Aide Working Relationship:		
Relationship	Number	Percentage Distribution
Good	36	92%
Fair	3	8%
Poor	. . .	. . .
Total	39	100%
Who Plans for the Classroom?		
Planner	Number	Percentage Distribution
Teacher	20	49%
Teacher with Teacher-Aide	19	46%
Teacher-Aide	2	5%
Total	41	100%

The analysis of teacher responses revealed that teachers envisioned a broader range of functions for aides than they were actually performing. For example, while 77 percent of teachers stated that aides could fulfill a teaching related role, only 28 percent actually used them in this capacity. This discrepancy may relate to responses in Table 38 in which 87 percent of teacher-aides had received training for their jobs, but 40 percent of teachers felt that additional training was needed. Further, in 49 percent of the cases, the teacher did the classroom planning alone while the teacher-aide and teacher planned together in 46 percent. This exclusion from planning by almost half of the classroom teachers may be a result of teacher perceptions of a supportive or assisting role for the aide. Only 5 percent of the teachers reported full participation by aides. Teacher-aide/teacher relationships did not appear to be a factor in working together because 92 percent of the teachers reported good relationships. The implication is that teachers wanted to use teacher-aides to a greater extent but the limited capabilities of teacher-aides precluded greater classroom involvement.

The Importance of Preschool Experience. Teachers evaluated how children who had prekindergarten experience compared with those who had no kindergarten experience, and whether children with prekindergarten experience lacked any skills. A summary of teacher responses is contained in Table 41.

Table 41

Teachers' Assessment of Importance of Prekindergarten Programs on Children's Performance

How Performance of Children Who Have Had Prekindergarten Experience Compare With Children Who Have Not:

Performance	Number	Percentage Distribution
Same	9	20%
Better	36	78%
Less	1	2%
Total	46	100%

Do Children With Prekindergarten Experience Lack Basic Skills?

Response	Number	Percentage Distribution
Yes	14	34%
No	27	66%
Total	41	100%

Eight percent of the teachers indicated that children with prekindergarten experience performed better than those lacking prekindergarten experience. Twenty percent of the teachers saw no difference in the performance and reported that children with prekindergarten experience performed worse than those without it. The majority of the teachers (66%), responded that children with prekindergarten experience were not lacking in basic skills.

This information from teachers provides significant insight since it is based on actual school performance of children. The 22 percent who did not see enhancement from preschool education may have concerns similar to those of the 34 percent who stated that prekindergarten children lacked certain basic skills. This perceived skill deficit could be a result of teachers' perceptions of: what preschool education should provide and where a child should be prepared to start in kindergarten and first grade. Another possible explanation is that children who did not appear to benefit were in programs where intellectual and social stimulation were minimal.

however, since 78 percent of teachers saw positive results and since children had participated in a variety of preschool programs, preschool experience itself appears to have had some value.

Appropriateness of Prekindergarten Program Components. Prekindergarten program components were assessed in terms of their general effectiveness with children. Data related to this assessment are presented in Table 42.

Table 42

Appropriateness of Prekindergarten Program Components

Was Each Program Satisfactory for All Children?		
Response	Number	Percentage Distribution
Yes	30	64%
No	17	36%
Total	47	100%

The data indicate that 64 percent of the teachers felt that each of the components was generally satisfactory for all children. Thirty-six percent did not think that all components were satisfactory for all children. It can be concluded that teachers generally felt positively about the responsiveness of program components to children's educational and developmental needs. Negative responses also had some positive implications. Indications are that teachers (36%) not only were aware of the strengths and weaknesses of the program components but that they also recognized individual differences and needs in young children.

Recommendations for Program Improvement. Suggestions for program improvement covered a broad range of areas. Table 43 contains a summary of teacher responses on this topic.

Table 43

Suggestions for Improvement:

Suggestions	N	Number Indicated	Percentage Distribution
Make More Contracts	29	1	3%
More In-Service Workshops	29	1	3%
More Experienced Teachers	29	2	7%
More Materials for Children	28	1	3%
More Thorough Evaluation and Screening	28	1	3%
Smaller Classes	29	1	3%
More Stimulation and Communication from Parents	30	3	10%
Better Coordination Between Kindergarten and 1st Grade	30	7	23%
Make DISTAR and/or Basic Skills Development Mandatory	28	8	27%
More Emphasis on Socialization	29	4	13%
More Emphasis on Motor Development	28	1	3%
Satisfied With Program	28	1	3%

Suggestions indicated frequently were: 1) make DISTAR and Basic Skill Development mandatory (27%), 2) arrange better coordination between kindergarten and first grade (23%), 3) place greater emphasis on socialization, (13%), 4) provide more stimulation and communication from parents (10%). Better coordination with kindergarten and first grade, (23%), and more emphasis on basic skills development (27%) were the most often mentioned concerns, followed by more stimulation and coordination from parents (10%) and more emphasis on socialization (13%). Training for teachers, more experienced teachers, more evaluation and screening of children, smaller classes, and motor development also were mentioned. Several of the suggested improvements related to aspects of the existing preschool program. The Early Childhood Continuum for instance, was intended to provide the coordination between prekindergarten, kindergarten and first grades. As was already noted, 23 percent of the respondents made such a recommendation.

The Early Screening Program was designed to assist teachers in assessing children's development levels and state of health. At the start of this evaluation, however, neither of these components had been implemented beyond their initial stage. Responses indicated that teachers are open to further development in these areas and socialization, parent involvement, and basic skills emphasis. Teachers appear to be considering multiple approaches to solving children's educational needs. In addition, teachers realize the need for improving conditions external to children. Teachers' requests for more training, experienced teachers, smaller classes, and more materials may well suggest that they see the need to improve the quality of the educational enviornment and their own proficiencies.

The Teacher-Aide Questionnaire

The teacher-aide questionnaire was a program-specific measure developed by the research team. The major objectives of the questionnaire were:

1. to describe the background characteristics of the aides in the preschool program in terms of educational level and years of experience as a teacher-aide;
2. to describe the role of the teacher-aide in terms of teaching, clerical, and supervisory responsibilities in the classroom and community relationships;
3. to determine training received in terms of adequacy and sources of training, and aides' perception of needs;
4. to describe the teacher/teacher-aide working relationship and aides' needs and aspirations; and
5. to describe aides' suggestions for parent involvement and program improvement.

A copy of the teacher-aide questionnaire is provided in Appendix D. Questionnaires were distributed to each teacher-aide in the Title I Preschool Expansion Program. Questionnaires were picked up by data gatherers or mailed in, at the discretion of the aide. Teacher-aide questionnaires were coded to indicate school and grade level.

Background Information. Background information was obtained from teacher-aides in terms of level of education and years of experience as teacher-aides. Tables 44 and 45 present summaries of teacher-aide responses.

Table 44
Years Experience As Teacher-Aide

Years	Number	Percentage
0-2	6	30%
3-5	6	30%
6-8	4	20%
9-10	4	20%
Total	20	100%

Table 45

Educational Characteristics of Aides
Highest Degree or Diploma Received

Degree	Number	Percent
None	1	5%
High School	14	70%
Associate (AA)	2	10%
B.S./B.A.	3	15%
Other	—	—
Total	20	100%

A review of the data reveals that 70 percent of the aides had completed high school and/or obtained a high school diploma; 10 percent had Associate Degrees and 15 percent had Bachelor's Degrees. Only 5 percent did not have any kind of diploma.

Years of experience as aides ranged from 0-10. Thirty percent of the aides had less than two years of experience; 30 percent between three to five years; 20 percent between six to eight years; and

20 percent between nine to ten years.

The educational level and experience of teacher-aides indicated that they were well qualified for their positions in the program. Ninety-five percent had completed high school or above with 10 percent holding associate degrees and 15 percent, bachelor degrees. Many of the aides with college level degrees had completed them through the Career Opportunities Program (COP) which had been a part of the Title I Preschool Expansion staff development. (See Administrative Questionnaire.)

Role of Teacher-Aide. The role of the teacher-aide was assessed in terms of responsibilities in the classroom. The data are reported in Table 46.

Table 46
Role of Teacher-Aides

Role (General)	Number of Cases	Percentage Distribution
Teaching	11	28%
Supervision	15	38%
Asst. Teacher	18	45%
Preparation of Materials	16	40%

These data indicate that aides performed various roles: assisting teachers (45%), preparing materials (40%), supervising children (38%), and fulfilling teacher-related duties (28%). These findings suggest that the primary role of the aides were to provide supportive services to teachers rather than replacing them by performing services reserved exclusively for teachers.

Training and Supervision. Training and supervision were assessed in terms of provision adequacy, and source. These data are reported in Tables 47 and 48.

Table 47

Who Trained The Aide?

Trainer	Number of Responses	Total N	Percent
Teacher	10	18	56%
Principal of school	2	18	11%
Dept. of Preschool Programs	2	18	11%
Regional Staff	5	18	28%
Other	8	19	42%
Nobody	—	—	—
Learned on own	7	20	35%

Table 48:
Training And Supervision

Received Any Training?

Response	Number	Percent
Yes	15	75%
No	5	25%
Total	20	100%

Received Enough Supervision?

Response	Number	Percent
Yes	18	95%
No	1	5%
Total	19	100%

Are Training And Staff Development Offerings Adequate For Your Needs?

Response	Number	Percent
Yes	18	90%
No	2	10%
Total	20	100%

Teacher-aides received training from several sources. Most often mentioned was the classroom teacher (56%) followed by "other" (42%) and the regional staff (28%). Principals and the Department of Preschool Programs were indicated by 11 percent of those responding, and 35 percent stated that they had learned on their own.

Apparently there was no systematic procedure for orienting aides and making them aware of their responsibilities to the program. Seventy-five percent (75%) reported having received some in-service training which they considered adequate. However, this left 25 percent who have had no training. Both classroom teachers and principals indicated that additional training for teacher-aides was a need. Therefore, it is obvious that more organization and/or coordination of teacher-aide training is essential if all aides are to receive comparable preparation for new jobs.

The classroom teacher serving as primary trainer may be an appropriate beginning source of instruction. However, since programs and teaching styles vary from classroom to classroom, some effort should be made to ensure consistency and continuity in all teachers' training of aides. Otherwise aides might miss the opportunity to learn the goals and objectives of the overall Preschool Expansion Program. Since, as was indicated in most of the adult questionnaires, parents, teachers, teacher-aides and principals all considered parent involvement as valuable to children's school performance, improved efforts in this area seems indicated.

Teacher/Teacher-Aide Relationships. Teacher/Teacher-Aide relationship was assessed in terms of the teacher-aide's perception of comfort and supportiveness of the teacher. The relationship was also examined in terms of adequacy of supervision and the need for communication about performance in the classroom. Table 49 presents a summary of teacher-aide responses.

Table 49

Comfortable With Teacher?

	Number	Percent
Yes	20	100%
No	0	0%

Is Teacher Supportive?

	Number	Percent
Yes	20	100%
No	0	0%

Received Enough Supervision?

	Number	Percent
Yes	18	95%
No	1	5%
Total	19	100%

Need For More Communication?

	Number	Percent
Yes	8	47%
No	3	18%
Missing Information	6	35%
Total	17	100%

All of the aides (100%) felt comfortable with the teachers and the teachers were supportive of the aides' work. Supervision provided was described as adequate for 95 percent of the aides. Forty-seven percent of the aides indicated need for more communication about their work in the classroom.

Aides' aspirations were assessed in terms of their need to do more classroom teaching and their desire to obtain teacher certification. These data are reported in Table 50.

Table 50

Needs and Aspirations

More Teaching in Classroom Needed

Response	Number	Percent
No	6	33%
Yes	12	67%
Total	18	100%

Ambition to be a Certified Teacher

Response	Number	Percent
No	6	32%
Yes	13	68%
Total	19	100%

Sixty-seven percent of the aides responding to this question desired more classroom teaching and sixty-eight percent wished to become certified.

Teacher-aides generally reflected satisfaction about the quality of their relationships with classroom teachers. They were comfortable with the teachers, saw supervision as adequate, and felt their work was supported. Areas of concern centered on their own professional development. Sixty-seven percent wanted an opportunity to do more teaching in the classroom, and 47 percent wanted more communication (input and feedback) from the teacher about their work performance. Aides clearly wanted to perform more significant duties and wanted to know more about how well they were doing. This attitude toward increasing professional competence was reflected in the responses which indicated that 68 percent of the aides aspired to become certified teachers.

Parent Involvement: Aides' Perceptions of Parental Involvement. Aides' views on parental involvement were sought in terms of their awareness of it, the types of involvement they had experienced with parents, and suggestions for improvement. A summary of these data are presented in Tables 51 and 52.

Table 51

(N = 17)

Does Parent Involvement Exist?	Number	Percent
Yes	13	68%
No	6	32%
Total	19	100%

Table 52: Teacher-Aides' Participation with Parents

Activities	Number of Responses	Percent
Special Projects	11	64%
Classroom Activities	3	18%
Help make Teaching Aids	2	12%
Participate in Parent Workshops	6	35%
Participate in Field Trips	8	47%

The data indicate that sixty-eight percent of the aides reported that parent involvement was present while 32 percent said it was not.

The number of aides who had worked with parents varied. As many as 64 percent of them had worked on special projects with parents, 47 percent had participated in field trips, 35 percent had participated in parent workshops, 18 percent in classroom activities, and 12 percent in helping to make teaching aides.

Table 53: Parental Involvement
Suggestions For Improvement of Parent Involvement

Area	Number	Percent
Lack of information about program	1	8%
More stipends for parents	1	8%
More workshops and in-service training for parents	2	15%
Involve more parents in classroom	2	15%
More invitations to parents for orientation about the preschool program and the significance of early childhood education	1	8%
Encourage parents other than usual ones to participate in the program	2	15%
None	4	31%
Total (N = 13)	13	100%

Not all of the aides had suggestions for how to improve parent involvement. Suggestions included more workshops and inservice training for parents (15%), involvement of more parents other than the usual ones to participate in the preschool program (15%). Eight percent lacked information about the program, 8 percent suggested more stipends for parents, and 8 percent recommended more invitations to parents for orientation about the preschool program and its significance to early childhood education.

Program Assessment. Aides were asked which of the components they used. Results presented in Table 54 indicated that the majority of them used Parent Involvement, and none of them used Perceptual Skills Emphasis. The frequency of use of other components was as follows: Staff Development (50%); DISTAR (40%); Mini Course (33%); Early Childhood Continuum (20%); and REC (7%).

Suggestions for Program Improvement. The majority of teacher-aides expressed satisfaction with their work situations. It was also interesting that while many of the aides (32%) had received no training, 67 percent wanted more teaching opportunities, and 47 percent desired more communication from teachers about their performance, that no suggestions were made for overall program involvement. Suggestions tended to be more personal rather than programmatically oriented. For example, several aides indicated a wish to work more with the same teacher as opposed to being rotated or shared by several teachers. No suggestions, however, were made about ways to enhance children's learning or to improve program content or effectiveness. Nothing was said about the teacher's performance. The need, however, for more parental reinforcement of school work was mentioned. Possible implications of the suggestions made, may be that: 1) aides saw their role more in terms of a relationship with an individual teacher than with the overall educational program; 2) they did not see their positions as one of contributing ideas or suggestions, but as one of functioning in their particular situations by whatever prevailing parameters; or, 3) from their perspectives, the program was basically satisfactory and they simply saw no general areas for program improvement.

The Parent Questionnaire

Parent information was obtained through the use of a questionnaire developed by project staff in consultation with the director of the D. C. Preschool Programs. The major objectives of the questionnaire were:

1. to describe parents' knowledge of their child's educational program in terms of whether the program had been explained to them, sources of information about the program and their desire to know more about the program;
2. to describe aspects of the program parents considered favorable or unfavorable;
3. to describe parental interest in the educational needs of the child in terms of parents' desire to learn more about how to help the child, areas in which parents wanted help, and parents' responses to suggestions from the teacher;
4. to describe parent-teacher contacts in terms of nature and frequency of parent-teacher interaction and parents' feeling of comfort in relating to teacher and teacher-aides;
5. to describe parents' perceptions about parental involvement in terms of whether they "should" be involved, their reason for being or not being involved, and their assessment of their involvement; and
6. to describe parents' ideas for improving the Title I Preschool Expansion Program.

A copy of the Parent Questionnaire is provided in the Appendix.

Background Information. Responses of parents by grade level of the child showed the following distribution:

Table 54

Response Rate By Grade Level

Grade Level	No. of Parents in Sample	Number Responding	% of Grade Level Sample	% of Total Sample
Pre-K	188	64	34.04	34.2
K	223	37	16.59	19.8
First	272	84	30.88	44.9
No response		2		1.1

Thirty-four percent of the prekindergarten parents responded as compared to seventeen percent of kindergarten. At the first grade level thirty-one percent of the parents responded. Due to the low rate of response among parents at all grade levels, the results of the analysis of this data should be interpreted cautiously. It is not known how representative the respondents are of the total parent population.

Relationship of respondents to children was explored. The results are presented in Table 56.

Table 55
Relationship of Respondent to Children

Relationship to Child	Number Responding Total Sample	Percent of Total Responses
Father	10	5.3
Mother	164	87.7
Guardian	12	6.4
No Answer	1	.5

The majority of the respondents (88%) were mothers. Of the twelve guardians, six (3.2%) were aunts and the remaining six (3.25%) grandmothers.

Knowledge About the Program. The parents were asked whether the program had been explained to them, whether they wanted to know more about what the children were learning in school, and if they were pleased with the program. A summary of these data is presented in Table 57.

Table 56: Knowledge About Program

Has child's program been explained?

	Prekindergarten		Kindergarten		1st grade	
	n	%	n	%	n	%
Yes	55	87%	29	78%	54	64%
No	8	13%	6	16%	25	30%
No Response	0	0%	2	5%	5	6%
Total	63	100%	37	99%	84	100%

Do you want to know more about child's program?

	Prekindergarten		Kindergarten		1st grade	
	n	%	n	%	n	%
Yes	59	94%	34	92%	80	95%
No	3	5%	2	5%	3	4%
No Response	1	2%	1	3%	1	1%
Total	63	101%*	37	100%	84	100%

Are you pleased with your child's program?

	Prekindergarten		Kindergarten		1st grade	
	n	%	n	%	n	%
Yes	62	98%	37	100%	70	83%
No	1	2%	—	—	5	6%
No Response	0		—	—	6	74%
Total	63	100%	37	100%	81	100%

*Due to rounding off figures to the nearest whole number

The data indicate that the program was explained to the majority of the parents, 64% at first grade level, 78% kindergarten level, and 87% at preschool level. Most of the parents, over 90%, at all grade levels, wanted to know more about the program and they were also pleased with their child's program.

Parents were asked who helped them learn about the program. Their responses are summarized in Table 58.

Table 57
Source of Knowledge About the Program

Who helped you learn about child's program?	Pre K		K		1st	
	n	%*	n	%*	n	%*
Teacher	49	77%	27	73%	52	62%
Teacher-Aide	20	32%	3	8%	4	5%
Principal	1	2%	3	8%	6	7%
Child	29	46%	10	27%	34	41%
Friends	6	10%	2	5%	5	6%
Others	9	14%	3	8%	6	7%

*Note that the percentage total does not add up to 100% because some parents learned about the program from more than one source.

The majority of the parents (77% at prekindergarten, 73% kindergarten, and 62% at first grade level) learned about the program from teachers. The next sources from which parents learned about the program in rank order were their children (46% at prekindergarten, 27% at kindergarten and 41% at first grade level); teacher-aides (32% at prekindergarten, 8% at kindergarten level and 5% at first grade level), friends, others, and principals, between 2% and 14%.

It was concluded that parents were both pleased and knowledgeable about the program. They also wanted more information about it. As expected, teachers and children were the main sources of parents' information about the program.

Parents' Evaluation of the Program. Parents were asked what they liked and what did they not like about the program. The data are presented in Tables 59 and 60.

Table 58

Favorable Aspects of the Program

What do you like about the program?

Program Characteristics	Pre-K		K		1st	
	n	%	n	%	n	%
Development of Positive Social Skills	8	13%	3	8%	3	4%
Development of Logical Skills	17	27%	9	24%	14	17%
Child's Progress and Individual Attention	10	16%	3	8%	4	5%
Stimulating Activities & Outside Resources	6	10%	1	3%	10	12%
Teacher Competency	3	5%	4	11%	1	1%
Parent Involvement & Parent-Teacher Communication	3	5%	—	—	3	4%
Generally Positive	10	16%	6	15%	13	16%
No Response	2	3%	11	30%	36	42%
Total	59	95%	37	99%	84	101%

An analysis of the data revealed that parents liked the following attributes of the program: development of logical skills (27% at prekindergarten level, 24% at kindergarten and 17% at first grade); the generally positive nature of the program (16% at all three levels); child's progress and individual attention (16% at prekindergarten, 8% at kindergarten and 5% at first grade level); development of positive social skills (13% at prekindergarten, 8% at kindergarten, and 4% at first grade level); stimulating activities and outside resources (10% at prekindergarten, 3% at kindergarten, and 12% at first grade level). Positive attributes reported at 5 percent or fewer were: teacher competency, parent involvement, parent-teacher communication. A substantial number (42%) of parents at the first grade level did not respond to this particular question.

Table 59

Unfavorable Aspects of the Program

What don't you like about the program?

Program Characteristic	Pre K		K		1st	
	n	%	n	%	n	%
Inadequate Teaching & Curriculum	3	5%	4	10%	4	5%
Irregular Use of Distar	1	2%	—	—	—	—
Half Day Program or Large Classes	2	3%	1	3%	—	—
Limited Parent Involvement	1	2%	—	—	1	1%
Nothing	10	16%	5	14%	9	11%
Inadequate Funding	2	3%	—	—	—	—
Inadequate Number of Aides	—	—	2	5%		
Lack of Discipline	—	—	—	—	3	4%
Lack of Attention to Slow Children	—	—	—	—	2	2%
No Response or Don't Know	44	70%	25	68%	65	77%
Total	63	101%	37	100%	84	100%

A majority of the parents (70% at prekindergarten 68% at kindergarten, and 77% at first grade level) did not respond to the question regarding things they disliked about the program. Of those responding, the largest number (16% at prekindergarten, 14% at kindergarten, and 11% at first grade), indicated that there was not anything which they disliked. Except for a criticism of inadequate teaching and curriculum at the kindergarten level by 10% of the parents, all other dislikes were reported at or below the 5% level.

A large proportion of parents did not respond to the question of what they liked about the program. Possible explanations for these results are: 1) parents were unclear of the specifics of the program; 2) their appreciation for the program was general, and their feelings about it were neither strongly positive or strongly negative. According to grade levels, the highest response rate to the question on parents' likes about the program was at the prekindergarten level. The lowest rate was at the first grade level. It appears that parents of prekindergarten children were generally more informed about the program.

All of the parents who answered the question indicated that they liked the fact that the program promoted the development of logical skills in their children. This suggests that parents were interested in the development of functional and school related skills in their children. One other aspect of the program which parents of children at the prekindergarten level liked was the individual attention provided. Generally, there was not much that parents specifically disliked about the program. This was demonstrated by the limited responses given to the question inquiring about program dislikes.

Parents Interested in Education Needs of the Child. Parents were asked if they wanted to learn how to help their children and in which areas. Their responses are summarized in Tables 61 and 62.

Table 60

Do you want to learn how to help your child?	Pre K		K		1st	
	n	%	n	%	n	%
Yes	62	98%	35	97%	81	96%
No	1	2%	1	3%	3	4%
Total	63	100%	36	100%	84	100%

Table 61

In what areas is help needed?	Pre K		K		1st	
	n	%	n	%	n	%
School Work	58	92%	25	68%	66	79%
Behavior In School	18	29%	11	30%	33	39%
Getting Along With Other Children	16	25%	7	19%	24	29%
Help With Cooperation at Home	15	24%	9	24%	10	12%
Other Areas	4	6%	1	3%	4	5%
No Response			4	11%	4	5%

*Note that percentage totals do not add up to 100% because parents could give more than one response to the question.

The results indicate that almost all parents (over 96%) wanted to learn how to help their children. School work was the area in which a majority of the parents wished assistance (92% at the prekindergarten, 68% at the kindergarten, and 79% at the first grade levels). Parents also wished teachers to help them in the following ways: in teaching their children proper school behavior (29% prekindergarten, 30%, kindergarten, and 39% at the first grade levels); in teaching their children how to get along with other children (25% prekindergarten, 19% kindergarten, and 29% at first grade levels); and in helping their children to cooperate at home (24% prekindergarten, 24% kindergarten, and 12% at first grade levels).

Parents were asked if teachers had made any suggestions of things to do with their child at home and if so, what suggestions were the parents following. The results are presented in Tables 63, 64, and 65.

Table 62

Has teacher made suggestions about how to help your child at home?

	Pre K		K		1st	
	n	%	n	%	n	%
Yes	46	73%	27	73%	62	74%
No	14	22%	7	19%	18	21%
No Response	3	5%	3	8%	4	5%
Total	63	100%	37	100%	84	100%

Table 63

Suggestions made by teacher

	Pre K		K		1st	
	n	%	n	%	n	%
Work Closely With Child	30	48%	18	49%	38	45%
Talk With, Encourage and Praise Child	3	5%	2	5%	1	1%
Teach Child School Behavior	4	6%	1	3%	5	6%
Good Study Environment and Limit Study Period	3	5%	1	3%	2	2%
Non-Specific	1	2%	1	3%	5	6%
No Suggestions	14	22%	4	11%	15	17%
Inappropriate Response	2	3%	1	3%	2	2%
No Response	8	13%	9	24%	17	20%
*Total	65	104	35	101%	85	99%

Table 64

Has parent made suggestions about things to do in the classroom?

	Pre K		K		1st	
	n	%	n	%	n	%
Yes	8	13%	5	14%	14	17%
No	53	84%	30	81%	62	74%
No Response	2	3%	2	5%	8	10%
Total	63	100%	37	100%	84	101%

*Note that totals do not add up to the original N size nor 100% because the question allowed for multiple responses.

A majority of the parents (73-74%) indicated that teachers had made suggestions. The suggestion followed most often was to work closely with the child (48% at prekindergarten, 49% kindergarten, 45% at first grade levels). Other suggestions followed by 5% or fewer parents were: talk with child, encourage and praise child, teach child school behaviors, provide good study environment, and limit study period.

In general, parents were most interested in academic and social development of their children and appreciate help from teachers in these areas.

Parent-Teacher Contacts. Parents were asked the number of times they had talked to the teacher about their child's progress and how often had they participated in any activity at the child's school during the year. These data are presented in Tables 66 and 67.

Tables 65

Number of times parent talked to teacher about child's progress?

	Pre K		K		1st	
	n	%	n	%	n	%
0	5	8%	5	14%	7	8%
1-3	26	41%	15	41%	35	42%
4-6	16	25%	8	22%	21	25%
7-9	4	6%	4	11%	6	7%
Over 9	10	16%	2	5%	7	8%
No Response	2	3%	3	7%	8	10%
Total	63	100%	37	100%	84	100%

Tables 66

Number of times parent participated in school activities?

	Pre K		K		1st	
	n	%	n	%	n	%
0	26	41%	17	46%	43	51%
1-3	22	35%	11	30%	22	26%
4-6	6	10%	2	5%	5	6%
7-9	2	3%	—	—	4	5%
Over 9	5	8%	1	3%	1	1%
No Response	2	3%	6	16%	9	11%
Total	63	100%	37	100%	84	100%

At all three grade levels, the majority of parents (approximately 65%) had talked to the teacher on an average of 1-6 times. Fewer parents had participated in school activities: 45% prekindergarten, 35% kindergarten, and 32% at first grade levels reported an average of 1-6 times.

The next question was whether parents felt comfortable with their child's teacher and teacher-aide. The results are presented in Table 68.

Table 67
Parents' Relationship With Teachers And Teacher-Aides

Does parent feel comfortable with child's teacher?

	Pre K		K		1st	
	n	%	n	%	n	%
Yes	62	98%	35	95%	73	87%
No	0	0%	1	3%	6	7%
No Response	1	2%	1	3%	5	6%
Total	63	100%	37	101%	84	100%

Does parent feel comfortable with teacher-aide?

	Pre K		K		1st	
	n	%	n	%	n	%
Yes	58	92%	27	73%	37	44%
No	0	0%	3	8%	5	6%
No Response	5	8%	7	19%	42	50%
Total	63	100%	37	100%	84	100%

Almost all parents (98% prekindergarten, 95% kindergarten and 87% first grade level) responded that they felt comfortable with their child's teacher. A large percentage of the parents of prekindergarten children (92%) felt comfortable with teacher-aides; but a smaller percentage at first grade level (44%) felt comfortable with teacher-aides. At the first grade level 50% of the parents did not respond to the question.

Parent Involvement and Their Relationship With Teachers and Teacher-aides. Parents were asked if they felt they had been involved with their child's school this year and whether parents should be actively involved. The results are reported in Table 69.

Table 68
Parent Involvement

Has parent been involved with school?	Pre K		K		1st	
	n	%	n	%	n	%
Yes	42	67%	21	57%	44	52%
No	18	29%	11	30%	25	30%
No Response	3	5%	5	14%	15	18%
Total	63	100%	37	100%	84	100%

Table 68 (Continued)
Parent Involvement

Should parents be actively involved in school?	Pre K		K		1st	
	n	%	n	%	n	%
Yes	60	95%	30	81%	73	87%
No	1	2%	2	5%	2	2%
No Response	2	3%	5	14%	9	11%
Total	63	100%	37	100%	84	100%

A majority of the parents (67% prekindergarten, 57% kindergarten, and 52% at the first grade levels) reported being involved with their child's school. An even larger percent (95% prekindergarten, 81% kindergarten, and 87% at the first grade levels) felt that parents should be actively involved in their child's school.

The last set of questions were on parents' assessment of their involvement with their child's school, and their suggestions for preschool program improvement or making parent involvement activities more meaningful. Summaries of parent responses in Tables 70, 71 and 72 are on the following pages.

Table 69

Reasons for Involvement

Reasons for involvement	Pre K		K		1st	
	n	%	n	%	n	%
Involved in School Project	2	3%	2	5%	3	4%
Acquainted With Teacher	6	10%	1	3%	7	8%
Demonstrated Interest	12	19%	6	16%	6	7%
Work on Academic Program	3	5%	1	3%	3	4%
Support Parent Involvement	2	3%	1	3%	3	4%
Employed By School	1	2%	—	—	4	5%
Non-Specific	6	10%	2	5%	4	5%
Inappropriate Reason	1	2%	1	3%	3	4%
Get Good Education	1	2%	1	3%	2	2%
Improve School Conditions	—	—	—	—	1	1%
No Response	29	46%	22	59%	48	57%
Total	63	100%	37	100%	84	101%

Table 70

Reasons for Non-Involvement

Reason for not participating	Pre K		K		1st	
	n	%	n	%	n	%
Family Responsibility	2	3%	3	8%	6	7%
Work Schedule	18	29%	11	30%	13	16%
No Time	2	3%	—	—	1	1%
Attend School	1	2%	—	—	1	1%
Lack Notice of Activity	3	5%	—	—	3	4%
Personal	1	2%	—	—	4	5%
Not Necessary	0	0%	1	3%	3	3%
Sick	0	0%	1	3%	1	1%
No Response	36	58%	21	57%	52	62%
Total	63	100%	37	99%	84	100%

Table 71

Recommendations For Program Improvement

Ideas for improving Preschool Program	Pre K		K		1st	
	n	%	n	%	n	%
More Parent Involvement	4	6%	5	14%	7	8%
More Homework	3	5%	—	—	1	1%
Better Scheduled Parent Activity	2	3%	1	3%	1	1%
Emphasis on Logical Skills	1	2%	—	—	1	1%
Parent Cooperation With Teaching	1	2%	—	—	1	1%
Satisfied With Program	4	6%	—	—	1	1%
Preschool All Day	2	3%	—	—	—	—
More Concern-Principal	2	3%	—	—	1	1%
Parent-Teacher Communication	2	3%	2	5%	3	4%
Smaller Classroom	0	0%	1	3%	2	2%
None	5	8%	1	3%	8	9%
No Response	37	59%	27	73%	59	70%
Total	63	100%	1	101%	85	99%

A majority of the parents, from 50% - 70%, did not respond to these questions. For those who did respond, major reasons for parental participation were: 1) to demonstrate interest and 2) to get acquainted with the teachers. The reason most reported for not participating was heavy work schedule. Recommendations regarding program improvement were many and varied and included suggestions such as: more parent involvement, better scheduled parent activities, all-day preschool, and better parent-teacher communication.

In conclusion, parents were generally in agreement about the significance of parental involvement. Their rate of involvement, however, was not overwhelming. In addition, there was an overall low response rate to the parent questionnaire. Questions on parent involvement and program evaluation and improvement had an even lower response rate. Since parent involvement was a major component in the Title I Preschool Expansion Program, the implication is clear that greater effort is needed in developing a more meaningful and motivating parent involvement program.

Principal Questionnaire

The principal questionnaire was a program-specific measure developed by the evaluation team. The objectives of the questionnaire were to determine the following:

1. Principals' awareness of the type of curriculum used;
2. Principals' perceptions of the Title I Preschool Program's effectiveness in terms of support and training for teachers and parents;
3. Principals' perceptions of benefits from the Title I Preschool Expansion Program to the participating school;
4. Principals' commitment to the program in terms of budget and school priorities;
5. Principals' views about the role of parents, teachers, and aides in the program; and
6. Principals' perceptions of program needs.

A copy of the measure is provided in the Appendix. Questionnaires were mailed to each of the sixteen participating principals. Twelve, (75%), of the principals returned the questionnaire.

Background Information. Of the twelve responding schools, ten, (83%), had a prekindergarten program. The preschool program, in most of the twelve schools, had existed for six or more years.

The supervisory staff of the Title I Preschool Program and the principal played a major role in the supervision of the program in individual schools. A breakdown of the persons providing supervision is presented in Table 73.

Table 72

Supervision

Supervision	Number of Instances
Director or Staff of the Preschool Program only	2
Director + Regional + Principal	2
Director's Staff + Principal	2
Principal only	2
Principal & Assistant only	1
Regional Staff + Principal	0
Regional Staff in charge of Preschool only	1
Regional + Director	0

With one exception, either the principal or the preschool director was always involved in program supervision. The director or her staff supervised two schools, collaborated with school principals in two others, and worked with regional staff and the principal in another. In summary, principals supervised in two schools and collaborated with either the preschool director, her staff, or the regional staff in five others.

Curriculum. Principals reported that a majority of the schools at each level (64% at the prekindergarten, 83% at the kindergarten, and 82% at the first grade) used the official D. C. Public Schools curriculum. The remaining schools used one or a combination Title I Preschool Program components, e.g. DISTAR, REC. The results are summarized in Table 74.

Table 73

Curriculum Use

Grade Level	Official D.C. Public School Curriculum		Teacher Designed		Combination (Component Curriculum)		No Response		Total	
	N	%	N	%	N	%	N	%	N	%
Pre-K	7	64	—		3	27	1	9	11	100
Kindergarten	10	83	—		2	17	—		12	100
1st Grade	9	82	—		2	18	—		11	100

Principals' Perceptions of the Effectiveness of the Title I Preschool Expansion Program. Principals were asked which program components were used at the various primary levels and whether the materials and training provided were adequate. Their responses are presented in Table 75.

Table 74
Program Use and Adequacy of Materials and Training

Program Type	# of Schools Responding	Level Used			Adequacy of Materials			Adequacy of Training			
		Pre-K	K	1st	Adequate	Inadequate	No Response	Adequate	Inadequate	No Training	No Response
	N=12										
REC	2	2 100%	— —	— —	2 100%	— —	— —	— —	— —	— —	2 100%
DISTAR	6	3 50%	2	1	4 67%	1 17%	1 17%	3 50%	1 17%	—	2 33%
ETR	7	7 100%	5 71%	1 14%	6 86%	1 14%	— —	4 57%	1 14%	1 14%	1 14%
PSE	1	— —	— —	— —	1 100%	— —	— —	1 100%	— —	— —	— —
ECC	3	3 100%	1 —	1 —	3 100%	— —	— —	2 67%	1 33%		
Mini Course	3	1 33%	1 33%	1 —	3 100%	— —	— —	1 33%	— —	— —	2 66%
Parental Involvement	8	5 64%	6 75%	5 64%	7 88%	— —	1 13%	4 50%	2 25%	— —	2 25%

* Number of schools responding do not equal total # of programs at different levels becuase in the same school there might be a program at more than one level.

The responses are summarized by program type.

REC (Responsive Environment Corporation)

Seventeen percent of the schools (2 out of 12) used REC. All of these were used at the prekindergarten level. Three schools had materials for REC, but only two used these materials. According to responses to the questionnaire, there was no indication that training was provided for the REC component.

DISTAR:

Six out of twelve or 50% of the schools used DISTAR. Three of these six schools (50%) used DISTAR at the prekindergarten level, three, (50%), used it at the kindergarten level, two (33%) at the first grade level.

Four of the schools that used DISTAR had adequate materials; one did not have adequate materials and one did not indicate whether the materials were adequate or not.

Three of the six schools indicated that they had adequate training; one indicated that it did not have adequate training, and two schools did not indicate whether they had or did not have adequate training.

ETR (Enrichment Through Radio)

Seven out of twelve (58%) of the schools had ETR programs. Of these seven, all had ETR at prekindergarten level, (71%) had ETR at kindergarten level and one out of seven (14%) had ETR at first grade level.

Six our of seven (85%) schools that used ETR had adequate materials, one out of seven or 14 percent did not have adequate materials.

Five schools had training; four of the five had adequate training and one of five did not have adequate training. One school did not have any ETR training at all and one principal did not respond to the question.

PSE (Perceptual Skills Emphasis)

One of the twelve schools, 8 percent had PSE program. The materials and training of PSE at this school were considered adequate by the principal.

ECC (Early Childhood Continuum)

Three of the twelve schools (25%) had an ECC program. In all of the three, the ECC program was at the prekindergarten level; one of the three schools had ECC program also at the kindergarten and first grade level. All three schools had adequate materials, but one of the three schools did not have adequate training.

Mini Course

Three of the twelve (25%) schools had mini course programs at the prekindergarten level. All three schools which were using the mini course had adequate materials. One school indicated that training was adequate and two schools gave no response regarding the adequacy of training.

Parent Involvement

Eight out of twelve, 67 percent had Parent Involvement. Of these eight schools, five had parent involvement at prekindergarten and first grade level, six had parent involvement at kindergarten level; one school did not indicate the grade level. Seven schools reported adequate materials, with no response from one school. Four out of eight (50%) of the schools had adequate training, two out of eight (25%) did not have adequate training and there was no response from two schools.

Components frequently used were: Responsive Education Curriculum (REC), DISTAR, Enrichment Through Radio (ETR), and Parent Involvement. With the exception of REC, these components were used in their entirety. Utilization strategies appear to be related to the nature of the components. DISTAR and REC were complete, child-centered program approaches. ETR was a supplemental program used to augment the curriculum. Parent Involvement, the component used most frequently and with highest participation, is an integral element of the Title I Program. Therefore, its use was generally expected. Also, as indicated in the analyses of The Parent, The Teacher, and The Principal Questionnaires, parent participation was viewed by all as being important to the child's school success.

Three components used less consistently throughout the program were Perceptual Skills Emphasis, Early Childhood Continuum, and Mini Courses. The marginal usage of these components may possibly be related to several factors: 1) teacher unfamiliarity in the program (as indicated on the Teacher Questionnaire, regarding PSE); 2) an adult rather than child focus (ECC and the Mini Course were intended to enhance children's educational experience by increasing the proficiency of the adults working with them) or 3) requirements for voluntary implementation and intensive adult-adult interaction with exchange of ideas, feedback, self-evaluation, and cooperation. Such involvement requires training and long-term support.

Principals' perceptions of the adequacy of training and materials for the various components were consistent with that of the teachers and teacher-aides. Training was considered to have been adequate for teachers using the DISTAR component. No training was indicated for teachers implementing REC. However, REC was not as specific in terms of program materials and procedures and was not implemented in its entirety by any teacher. Whether or not the level of implementation was a response to the level of training and availability of materials was not indicated. One portion of REC which required little training and was widely used was the Talking Page. Enrichment Through Radio was a program designed to be self-explanatory and which utilized a lot of materials. Eighty-six percent of the principals considered the materials to be adequate, but only 57% of them reported training as adequate.

These results suggest that the implementation of the program would be enhanced by greater training. It appears that without adequate training, the risk for material misuse is increased.

Principals' perceptions of the adequacy of materials and training for the ECC, Mini Course, and PSE components varied. However, this was consistent with findings from the Teacher Questionnaire which indicated low and varied levels of usage for those components.

Program Benefits. Eight of the twelve or 67 percent of the principals indicated that their preschool program received support from the Title I Preschool Expansion Program. One reported not having received any support; three did not respond and of these three, two did not have a preschool level program. Ways in which support had been provided are:

1. staff development through training for teachers and teacher-aides
2. parent in-service training
3. materials
4. supervision

All ten of the schools with preschool level programs reported that children benefitted from the preschool program. The benefits were reported in the following categories:

1. direct academic benefits
2. affective benefits
3. general school benefits

Examples of these are academic benefits of the DISTAR program, the provision of additional creative activities, socialization and school readiness, stimulation of love for school, improved instructional programs, and greater development in language and perceptual skills. These perspectives are consistent with those of both parents and teachers who felt that children who attended prekindergarten performed better in general than children who did not.

One of the program benefits indicated by a majority of the principals, 10 out of 12, was participation in staff development programs by the Office of the Director of the Title I Preschool Program.

Principals' Commitment to the Program. Ten out of twelve principals (83%) stated that preschool programs would be on their list of priorities financed from their regular school budget; two out of twleve did not respond. These two principals' lack of response may be related to the fact that neither of them had a prekindergarten program in their schools. Principals' ideas about the value of preschool education were supported by their perceptions of budget priorities. All of the principals who had preschool programs stated that they would include preschool as a priority expenditure from their regular budgets.

Principals' Views About the Role of Parents, Teachers, and Aides in the Program. The majority of schools (between 82% and 92%) have parent involvement programs. Information on the presence of parent involvement at each grade level is presented in the table below.

In all schools, further commitment was demonstrated by the principals' support or encouragement of parent involvement in the following ways:

1. involvement in academic activities
2. involvement in non-academic activities
3. interchange with teachers
4. other miscellaneous activities

Examples of some of these activities are: involvement in staff development, in school ommunity projects, as room mothers, in cooking projects, field trips, after school and evening projects and talks at PTA.

Table 75

Has There Been Parent Involvement In Your Primary Grades?

Grade Level	Yes		No		No Response		Total	
	N	%	N	%	N	%	N	%
Pre-k	9	82	0	0	2	18	11	100
Kindergarten	11	92	1	8	0	0	12	100
First	10	91	1	9	0	0	11	100

Principals' Perception of Program Needs. Ideas to further enhance effectiveness of the Preschool Program were elicited through questions geared to program needs. A summary of responses is presented in Table 76.

Table 76
Program Needs
N=10

Needs	Frequency Indicated	
	Teachers	Aides
Training	3	3
Professional Support	8	7
Supervision	2	3
Materials	4	3
Others	0	0
No Response	...	...

Principals indicated a general concern for professional support for teachers (8 of 10 respondents) and aides (7 of 10 respondents). Professional support refers to information about curriculum, ideas for activities, etcetera. Training for teaching staff, materials and help with supervision was the next area of greatest training need. Principals were clearly aware of the need to broaden the scope of programs now offered to preschool children.

Suggestions for Program Improvement. A final open-ended question solicited principals' questions for general program improvement. Interestingly enough, one-half of the responses were direct services to children. Health check-ups, additional summer preschool programs, more preschool programs to include more children, additional para-professionals at the kindergarten level, more all day programs, and more take-home materials for children were also cited. Other suggestions centered primarily on ways to enhance teacher effectiveness: increased training, materials, supervisions, and professional support. In addition, spelling out the specifics of the competency based curriculum (CBC) at the preschool level and concurrent curriculum development was requested. Release time for teachers to confer with parents on pupil progress was still another concern. Several principals mentioned the need for a coordinator of preschools.

These recommendations reveal strong support of the value of preschool education, concern for the delivery of more services to more children, and an interest in increasing teacher competencies and, subsequently, the overall quality of programs offered to children.

ADMINISTRATIVE QUESTIONNAIRE

The objectives of the Administrative Questionnaire developed by the evaluation team for this study were: 1) to gather technical background information on the development, funding, and operation of the program and, 2) to seek input from the Title I Preschool Program Director regarding weaknesses, strengths, and ways of improving the program. The original interview schedule consisted of 18 questions but was modified to include twenty. The revised questionnaire is presented in Appendix D. Responses to this questionnaire were provided solely by the program director.

Grade Levels and Population Served. Funding was received primarily for prekindergarten and kindergarten grade levels. There were 33 schools in the Title I, Part C, Preschool Expansion Program. Six of the 33 schools maintained the continuum component which was established in order to extend Title I educational benefits to participating pupils as they progressed beyond the preschool level. In two of the six schools a continuum program had been set up in lower grade levels. One school operated the program as far as the first grade, while another extended it to the second grade.

Criteria for locating Title I Preschool Expansion Program. Criteria for selecting schools for the Title I

Preschool Expansion Program were in agreement with the ones presented in Chapter II. In summary, sites were selected on the basis of 10% failure rate and the absence of prekindergarten or all-day kindergarten classrooms.

Purpose and Use of Title I Funds. According to the Director of the Preschool Expansion Program, 32 schools had been served during the school years 1974-76. Funds had been used for implementation of various components of the Preschool Expansion Program, for field trips, staff development, instructional equipment and supplies, and for curriculum development. Funds requested for other usages had to be approved by the Advisory Committee.

The target population served by the FY '76 (1975-76 School Year) Title I Preschool Expansion Program was approximately 1400 preschool aged children. They resided in the public school districts selected for Title I participation based on fulfillment of Title I specifications and were located in school districts one through five. Over 50% of the population was represented in the 4th district of the D.C. Public School System.

In conclusion, analysis of responses to the first ten questions which related to program establishment revealed that program goals, the selection of sites, and use of funds were generally consistent with Title I legislation specifications. While the statue reads that funding was granted "solely for programs and projects designed to meet the special needs of educationally deprived children in preschool programs in elementaty schools", the designation "preschool" was interpreted to mean preschool and kindergarten programs as operated by the D.C. Public Schools.

The remainder of the questions in the questionnaire focused on aspects of program implementation such as component orientation and operation, staff development and supervision, and recommendations for program improvement. In summary, the eight components of the Title I Preschool Expansion Program were designed to meet specific goals as described in Chapter I which explains the purpose of the Title I Preschool Expansion Program. According to formal observations and the Administrative Questionnaire, there was no systematic method for the introduction of or provision of follow-up services to the various components. Components were introduced to teaching staff at varied times. Generally, teachers were exposed to approximately four of the eight components. There were no mandatory orientations. Arrangements for training in the individual components were made by the director in response to requests by individual teachers, principals, or school communities. There was no on-going system for evaluation of the effectiveness of individual components. Program components were either educational programs for teaching specific curriculum to children or programs geared to increasing adult competencies. The educational program component with the most organized and systematic structure, training, and supervision was DISTAR. It had programmed materials and was under the general supervision of staff experienced in the DISTAR educational system.

The most extensively implemented adult-centered component was Staff Development. From 1970-74, the Career Opportunities (COP) was implemented as a training oriented component. Some of the staff development provisions were in-service monthly meetings and other in-service opportunities. Training was provided in the area of child development and preschool education from a theoretical and practical perspective. As a result of COP, several teacher-aides received college degrees in early childhood and elementary education and are now employed in the D.C. Public School System. Some of these aides were parents of children in the Title I Preschool Expansion Program.

Recommendations for Program Improvement

A recommendation of participating principals and Director of the Preschool Expansion Program is that the Title I Preschool service be expanded. More specifically, it was recommended that prekindergarten classes for children four years of age be established in all elementary schools eligible for Title I funds. This would provide a more uniform and equitable way of distributing funds. It is further recommended that within the program budget, that some funds be set aside for general and unexpected program operation needs. This kind of financial provision would enhance program quality and flexibility. Guidelines for dispersal of such funds would be necessary.

A final recommendation is directly related to the Early Screening Project, a program component not operationalized until after the collection of data for this evaluation. Specifically it is recommended that a follow-up to Early Screening, an intervention program developed for early detection of learning and developmental problems in young children, be established as an integral part of the Preschool Expansion Program. The objective would be to detect, diagnose and treat problems immediately and sufficiently so that such children could be mainstreamed fully into the regular education programs by first grade.

Many of the proposals for program improvement presented by the Director of the Title I Preschool Expansion Program paralleled those made by principals, teachers, and parents. Such concensus about program functioning and needs was positive and showed genuine concern for the progress and future of the Title I Preschool Expansion Program.

Overall Summary of Adult Measures

1. The Majority of teachers and teacher-aides were satisfied with their jobs.

2. Training was not unanimously or consistently provided for teacher-aides.
Both teachers and aides agreed that greater training was needed for aides.

3. Educational level of teacher-aides was generally high; they all possessed high school diplomas and/or college degrees.

4. Teacher-aides were generally desirous of greater and more substantive classroom involvement.

5. Teacher-aides made no suggestions for overall program improvement, but were very clear about personal desires.

6. In at least 33% of the classrooms, parents were not involved. However, all adults in the program highly valued parent participation.

7. Parent participation via responding to the Parent Questionnaire was, on a whole, very low, (27%).

8. Parents did not indicate any specific likes or dislikes about the program.

9. Of all grade levels, parents of children at the prekindergarten level were most responsive to and knowledgable about the program.

10. Of the responding parents, involvement was about 55% while non-involvement was about 45%. Many had not been involved due to their work schedules.

11. Parents generally felt comfortable with teachers and teacher-aides.

12. The Parent Involvement Component was the most widely used of all components.

13. The Title I Preschool Expansion Program had no systematic method of training or supervising teachers or teacher-aides.

14. The program lacked a systematic method for introduction and orientation of teachers to components and respective materials and supplies.

15. Preschool Expansion Program Director lacked sufficient authority in supervision and evaluation of teachers.

16. Training considered most adequate was that provided for the DISTAR component.

17. No component was used by all teachers and few were implemented in their entirety.

18. Principals' perceptions, unlike those of teachers, were that overall program goals were clearly understood.

19. A Director of Preschool Education was and remains badly needed.

20. The most extensively implemented adult-centered component was Staff Development from 1970-74, and thereafter, Parent Involvement.

21. Principals were unanimously supportive of and committed to the program.

22. Professional support, increase in general supply of materials and training of teachers, and expansion of the program to directly serve more children were consistently recommended as ways to improve the program.

23. There was general consistency among teachers, principals, and the Program Director in their perspectives about program effectiveness, needs for improvement, and the value of the program to children.

CHAPTER V FINAL PROGRAM RECOMMENDATIONS

In fulfillment of the conditions of the entire contract, especially #13 of the section on Specific Tasks, and based on the results of this study, the following recommendations are proposed:

Component Relevant

- The eight Program Components did not exist in "pure" or standard form and were often not implemented as total programs. Therefore, it is recommended that the components should be defined in terms of clear behavioral objectives (cognitive and affective) with specific guides and strategies for implementation and evaluation.

- Pre-service and in-service training should be an integral part of each component. Teachers failing to participate in such training should not be allowed to implement the component.

- Further examination of the components is recommended to determine which ones are specifically educational programs and which are simply supplementary units and/or materials.

- Administration of and orientation to the Program Components should be more tightly structured and operationalized to ensure more definitive and replicable implementation and results.

- Each component should be further evaluated to determine the relationship between program and cost effectiveness.

Administration and Overall Program Relevant

- The Title I Preschool Expansion Program has had a measurable impact on children's cognitive development. It is recommended that, with appropriate modifications, it should be continued.

- Program impact on affective development of children and teachers' emphasis on social-emotional development was limited and at times, contradictory. It is recommended, therefore, that efforts be made to educate teachers in the importance of social-emotional development and its relationship to cognitive and total child development. Further training should be provided in educational strategies for fostering positive social-emotional development.

- It is reasonably possible to attribute much of the overall weaknesses and strengths of the Title I Preschool Expansion Program to either the type of or lack of administration. Therefore, it is recommended that serious and immediate attention be directed to:
1) development of an administrative staffing and organization plan which will be responsive to the overall and the specific needs of preschool education and individual preschool programs; implementation of this recommendation may require the establishment of a Division of Preschool Education as an

integral part of the District of Columbia Public Education System; 2) recognition of the need for greater communication and collaboration within and between individual preschool programs; and 3) selection of program staff highly qualified and experienced in various aspects of early childhood education and program models and materials.

- Research has demonstrated that the success or failure of any program is highly dependent upon the level of cooperation and involvement by the school principal. It is therefore recommended that a clearly defined system of communication, participation, responsibility and authority be developed with special attention to the role of school principals.

- There was a lack of basic program standards. It is recommended that minimum standards be established for program supplies, content, and operation with emphasis on philosophy and wholistic approaches to child growth and development.

General

- Limited impact of teacher-aides was observed. More controlled research is recommended to determine the use(s) and effectiveness of teacher-aides.

- The differences between the impact of half-day and all-day programs were unclear and often contradictory. Therefore, more controlled research is recommended to determine the cost-effectiveness of all-day preschool programs. Without more substantive proof of the effectiveness of all-day programs, it is reasonable to assume that half-day programs are sufficient.

- Parents' interest in participation and teachers' and administrators' views of the value of parent participation were consistently high. However, the actual level of parent participation was low. Therefore, it is recommended that meaningful and practical strategies be developed for permanent and organized parent participation.

- Annual evaluation of all preschool program teachers and teacher-aides is recommended. The evaluation should focus not only on the individuals, but also on the teacher/teacher-aide team.

APPENDIX A

COMPONENT AND DEPENDENT VARIABLES-MATRIX

Appendix A - Components of the Preschool Expansion Program/Dependent Variables

Dependent Variables (child - method)	Independence	Creativity - Innovative Activity	Discrimination and Classification	Visual Comprehension	Auditory Discrimination	Other Perceptual Abilities	General Information	Environmental Awareness	Naming - Identifying Objects in Environment	Vocabulary	Listening Skills	Verbal Skills (Expressing)	Verbal Comprehension	Computational Skills	Familiarity with the Alphabet	Motor Skills	Self-awareness	Self-concept	Interpersonal Skills	Attitude Toward Peers and Others
PROGRAMS																				
1. REC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
2. Perceptual Skills Emphasis			✓	✓	✓	✓										✓				
3. Enrichment Through Radio					✓		✓	✓	✓	✓	✓	✓	✓		✓		✓			
4. ECC	✓	✓						✓									✓		✓	✓
5. Micro-Teaching					✓	✓	✓		✓		✓	✓			✓		✓		✓	✓
6. DISTAR			✓		✓				✓	✓	✓		✓	✓	✓			✓	✓	✓
7. Parent Involvement																		✓	✓	✓
8. Staff Development																			✓	✓

Note: The Dependent Variables represent the areas of child development the various components seek to stimulate and nuture as well as several characteristics of program structure.

Appendix A (Continued)

Dependent Variables (child - method)	PROGRAMS 1. REC	2. Perceptual Skills Emphasis	3. Enrichment Through Radio	4. ECC	5. Micro-Teaching	6. DISTAR	7. Parent Involvement	8. Staff Development
Attitudes Toward School	✓		✓	✓	✓	✓	✓	✓
Internal Controls	✓				✓	✓	✓	✓
Initiative	✓				✓			
Makes Choices - Sets Goals	✓				✓		✓	✓
Selects Own Activities	✓							
Achievement Motivation	✓	✓	✓	✓	✓	✓	✓	✓
Persistence	✓	✓	✓	✓	✓	✓	✓	✓
Responsibility	✓				✓	✓	✓	✓
Program Characteristics								
Active - Involvement of Child	✓	✓	✓	✓				
Provision of a Rich Environment	✓	✓	✓	✓				
Flexible Classroom Organization	✓							
Parent Involvement	✓			✓	✓	✓	✓	✓
Community Participation	✓		✓	✓				

APPENDIX B

CHILD MEASURES

COGNITIVE:

DESCRIPTION OF METROPOLITAN TEST LEVELS I AND II

CIRCUS - (Look-Alikes)
(Copy What You See)
(Finding Letters and Numbers)
(Listen to the Story)

DEVELOPMENTAL SYSTEMS ANALYSIS

METROPOLITAN READINESS TESTS

(COGNITIVE MEASURE)

COMPONENT RELEVANCY:

Direct Instructional System for Teaching Reading, Arithmetic and Language (DISTAR)

Responsive Environment Corporation (Talking Page)

Perceptual Skills Emphasis

Enrichment Through Radio (Language)

Mini Course (Micro-Teaching) Using Videotape

Early Childhood Continuum

VARIABLES

Reading readiness

Vocabulary

Visual and auditory skills

Number recognition

Familiarity with alphabet

Naming and identifying objects in environment

Motor skills

SYSTEM OF ADMINISTRATION:

Type: Group administered
6 - 12

Age Range: 5 - 7 years

Time: 60 minutes/3 sessions

METROPOLITAN READINESS TEST
1975 EDITION

The Metropolitan Readiness Tests (MRT), developed by Joan R. Nurss and Mary E. McGauvran, have been designed to measure pupils' capabilities in the areas that are important for success in early school learning of reading and mathematics. In keeping with the trend toward beginning formal instruction at an increasingly earlier age, two levels of the tests are available in the 1975 edition: Level I is designed for use in kindergarten or the beginning of first grade. The content at both Levels I and II was developed to provide teachers with information about the level of individual pupils' skills in the areas of auditory discrimination: visual discrimination, and language comprehension. Practice materials are also provided which enable children to gain experience and skill in taking tests.

CIRCUS

(COGNITIVE MEASURE)

COMPONENT RELEVANCY:

Direct Instructional System for Teaching Reading, Arithmetic, and Language (DISTAR)

Responsive Environment Corporation

Enrichment Through Radio

Early Childhood Continuum

Perceptual Skills Emphasis

Mini Course (Micro-Teaching) Using Videotape

VARIABLES

Visual comprehension

Familiarity with alphabet

Verbal comprehension

Discrimination and classification

Numbers

Reading readiness

Verbal skills

Listening skills

Motor skills

Other perceptual skills

SYSTEM OF ADMINISTRATION:

Type: Grouping 6 - 12 children

Age Range: 2.5 - 5.5 years

Time: 1 hour, 15 minutes/ 7 batteries

CIRCUS

The CIRCUS was devised by the Educational Testing Services for the purpose of providing a comprehensive array of assessment devices for use in nursery schools and kindergartens. It provides measures and services which aid in diagnosing the instructional needs of individual children and in monitoring and evaluating early educational programs.

The CIRCUS program consists of several characteristics:

(1) It focuses on the differentiation of a child's capacities with emphasis on potentialities for progress rather than status, global descriptions such as I. Q. or readiness;

(2) It allows flexibility in the selection of measures appropriate to the varied program objectives;

(3) It considers a wide range of skills, attitudes, achievements, and copying styles that characterize children's development; and

(4) It measures the educational environment in which children are expected to progressively perform.

The CIRCUS instrument which our project considers useful for this type evaluation are:

(1) Look-alikes: consists of 26 items; visual discrimination measure which consists of matching identical letters, numbers, or drawings.

(2) Copy What You See: consists of 15 items which measure perceptual-motor coordination (copying letters and numbers).

(3) Finding Letters and Numbers: consists of 20 items which focus on letter and numeral recognition and discrimination.

(4) Listen To The Story: consists of 25 items which involve comprehension interpretation, and recall of oral language.

DEVELOPMENTAL SYSTEMS ANALYSIS

(COGNITIVE - AFFECTIVE MEASURE)

COMPONENT RELEVANCY:

Responsive Environment Corporation

Perceptual Skills Emphasis

Enrichment Through Radio (Language)

Direct Instructional Systems for Teaching Reading, Arithmetic, and Language (DISTAR)

Early Childhood Continuum

Mini Course (Micro-Teaching) Using Videotape

VARIABLES:

- Visual comprehension
- Motor skills
- Discrimination and classification
- Vocabulary
- Naming/identifying objects in environment
- Self-awareness
- Interpersonal skills
- Listening skills
- Numbers
- Auditory discrimination
- Verbal skills
- Memory

SYSTEM OF ADMINISTRATION:

Type: Individually administered

Age Range: 2.5 - 5.5 years

Time: 20 minutes

DEVELOPMENTAL SYSTEMS ANALYSIS

The Developmental System Analysis (DSA) was developed through the Early and Periodic Screening Diagnosis and Treatment Program of the National Child Day Care Association in Washington, D. C. The DSA was developed because of a felt need for an instrument that would provide as fair and accurate an assessment of the urban, Black preschool aged child as possible. Composed of seven subsections, the DSA is designed to assess the developmental level of the preschool child in the following areas: cognitive, language, visual-motor, memory, gross-motor, and memory comprise Unit One, while gross-motor, personal-social and emotional are contained in Unit Two. Each of the seven subsections is constructed so it may be administered individually as well as in the unit. The DSA was designed to be used as a diagnostic teaching aid in addition to serving as a determinant of the developmental level in the above areas. Information from the tests can enable the teacher to pinpoint specific areas in which children need support.

APPENDIX C

CHILD MEASURES

AFFECTIVE:

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE

GUMPGOOKIES

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE

(AFFECTIVE MEASURE)

COMPONENT RELEVANCY:

Responsive Environment Corporation (REC)

Direct Instructional System for Teaching Reading, Arithmetic and Language (DISTAR)

Early Childhood Continuum

Enrichment Through Radio

Mini Course (Micro-Teaching) Using Videotape

Perceptual Skills Emphasis

VARIABLES

Independence

Creativity - Innovative activity

Motor skills

Attitudes towards peers

Achievement motivation

Internal controls

Initiative

Self concept

General Information

Active involvement

Selecting own activities

Listening skills

Verbal skills

Responsibility

SYSTEM OF ADMINISTRATION:

Type: Teacher recorded on each child

Age Range: 2.5 - 11 years

Time: Approximately 15 minutes

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE

The California Preschool Social Competency Scale is designed to measure the skills a child has at his disposal in his dealing with others and the manner and extent to which he uses them in his interactions with peers and adults. It also assesses child behavior in terms of such variables as performing tasks, persistence, reactions to new situations, dependence on adults, reactions to frustration, and seeking help. The measure consists of thirty items and is filled out by the child's teacher. Information on sex of child, age norm, and occupational level of the major wage earner in the family correlated with the child's level of social competency as computed on this scale.

GUMPGOOKIES

(AFFECTIVE-MEASURE)

COMPONENT RELEVANCY:

Responsive Environment Corporation (REC)

Direct Instructional System for Teaching Reading, Arithmetic, and Language (DISTAR)

Early Childhood Continuum

Enrichment Through Radio

Mini Course (Micro-Teaching) Using Videotape

Perceptual Skills Emphasis

VARIABLES

Independence
Creativity - Innovative activity
Attitudes toward peers
Attitudes toward school
Achievement motivation
Internal controls
Initiative
Self-concept
Internal controls
Ethical concepts
Internal rewards
Listening skills
Responsibility
Active involvement

SYSTEM OF ADMINISTRATION:

Type: Small Group 4 - 10 children

Age Range: 3.5 - 7 years

GUMPGOOKIES

Gumpgookies consists of sixty dichotomous items designed to measure academic achievement motivation (Adkins & Ballif, 1970; Adkins, Payne & Ballif, 1972). It was developed from a model that assumed five components of achievement motivation: (1) an affective component, expressed as positive affect from achievement; (2) a conceptual component, whereby the individual sees himself as an achiever; (3) a purposive component, enabling the individual to establish and respond to future goals; (4) a cognitive component, by means of which the instrumental steps necessary to attain goals are known; and (5) an ethical component, through which the individual can evaluate his own performance (Adkins & Ballif, 1970, p. 138). The child is told that he has his very own imaginary figure called a Gumpgookie that shares his feelings and behaves exactly as he does. Each item shows two Gumpgookies engaged in different activities or having different attitudes (e.g., "This one likes to learn. This one likes to play all the time."), and the child is asked to pick which Gumpgookie is his. For each item, the response indicating greater motivation to achieve in school was predetermined by agreement among a group of judges. Achievement responses are equally distributed with respect to primacy-recency, right-left, and up-down orientation.

APPENDIX D

ADULT MEASURES

CIRCUS - EDUCATIONAL ENVIRONMENTAL QUESTIONNAIRE (EEQ)

INITIAL TEACHER QUESTIONNAIRE

TEACHER-AIDE QUESTIONNAIRE

PARENT QUESTIONNAIRE

PRINCIPAL QUESTIONNAIRE

ADMINISTRATIVE QUESTIONNAIRE

CIRCUS

The CIRCUS Educational Environmental Questionnaire (EEQ) is a teacher-program measure which consists of 137 items. It involves the children's educational environment as described by the teacher. Also, it entails descriptions of the class, school or center, and program as well as self reports of background, attitudes, and educational values.

The EEQ is divided into three sections. Section A, Class, has questions covering the amount of time the educational program consumes, materials and facilities available and their use, relative amount of time and specific activities, and the teacher's preference for activities.

Section B, School or Center, includes questions about the total size of the school, the entering age of children, the sponsorship of the school or center, and the teacher's perceptions about the locus of responsibility for material-equipment purchase.

Section C, Teacher, has five parts covering the teacher's background and training, job satisfaction, educational viewpoints, use of techniques to modify children's behavior, and an evaluation by the teacher of 18 cited educational objectives of pre-primary programs.

INITIAL TEACHER QUESTIONNAIRE

(FOLLOW-UP OBSERVATION)

1. NAME ____

2. DATE ____

3. HOW LONG HAS THE PROGRAM BEEN IN THIS SCHOOL? _____

   ____

4. WHAT COMPONENT(S) ARE BEING USED IN YOUR CLASSROOM?

   ____

   ____

5. WHICH COMPONENT(S) DO YOU FIND ENJOYABLE AND EASIER TO MANAGE? WHY? ____________________

   ____

   ____

   ____

   ____

6. WHICH COMPONENT(S) DO YOU FIND MORE DIFFICULT TO MANAGE? WHY? ____________________

   ____

   ____

   ____

   ____

7. HOW MANY CHILDREN ARE IN YOUR CLASSROOM? _________

   ____

   ____

SEXUAL BREAKDOWN BY AGE

MALE	FEMALE
3 YEARS	
4 YEARS	
5 YEARS	

8. RECOMMENDATIONS:

TEACHER-AIDE QUESTIONNAIRE

1. FOR HOW LONG HAVE YOU WORKED AS A TEACHER-AIDE?
___ YEARS ___MONTHS

2. PLEASE LIST YOUR DUTIES IN THE CLASSROOM.

____

____

____

____

____

3. HAVE YOU RECEIVED ANY TRAINING FOR YOUR JOB? __YES __NO

4. WHO TRAINED YOU?
___A. THE TEACHER YOU ARE WORKING WITH
___B. THE PRINCIPAL AT YOUR SCHOOL
___C. THE DEPARTMENT OF PRESCHOOL PROGRAMS
___D. REGIONAL STAFF
___E. OTHER (SPECIFY) ______________________________
___F. NOBODY
___G. YOU LEARNED ON YOUR OWN

5. DO YOU FEEL THAT TRAINING AND STAFF DEVELOPMENT OFFERINGS ARE ADEQUATE FOR YOUR NEEDS. YES___ NO___
IF NO, WHAT WOULD YOU SUGGEST TO IMPROVE THEM OR TO BETTER MEET YOUR NEEDS?

____

____

____

6. DO YOU FEEL COMFORTABLE WORKING WITH THE
TEACHER IN YOUR CLASSROOM? YES ___ NO ___
PARENTS OF THE CHILDREN? YES ___ NO ___
CHILDREN THEMSELVES? YES ___ NO ___

7. DO YOU FEEL THE CLASSROOM TEACHER IS SUPPORTIVE OF YOUR WORK? YES ___ NO ___

8. DO YOU RECEIVE ENOUGH SUPERVISION? YES ___ NO ___

9. DO YOU WANT MORE COMMUNICATION (INPUT AND FEEDBACK) ABOUT YOUR WORK IN THE CLASSROOM? YES ___ NO ___

10. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING YOUR PRESENT WORK SITUATION?

____

____

____

THERE HAS BEEN A LOT OF INTEREST IN PARENT INVOLVEMENT IN RECENT YEARS. PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT PARENT INVOLVEMENT IN YOUR WORK SITUATION.

11. IS THERE A PARENT INVOLVEMENT PROGRAM FOR YOUR CLASSROOM?
___YES ___NO

12. HAVE YOU WORKED WITH PARENTS IN ANY WAY THIS YEAR?
___YES ___NO

13. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE PARENT PROGRAM?

____

____

____

14. WHAT IS THE LAST GRADE LEVEL YOU COMPLETED IN YOUR OWN EDUCATION? ______________________________

WHAT IS THE HIGHEST DEGREE OR DIPLOMA YOU RECEIVED?
____A. NONE
____B. HIGH SCHOOL
____C. ASSOCIATE (AA)
____D. B.S./B.A.
____E. OTHER (SPECIFY
____

15. WOULD YOU LIKE TO CONTINUE YOUR OWN EDUCATION? __YES __NO

16. DO YOU WANT TO DO MORE TEACHING THAN YOU NOW DO IN THE CLASSROOM? ___YES ___NO

17. HAVE YOU WORKED WITH ANY OF THESE PROGRAMS THIS YEAR?
___YES ___NO

IF YES, PLEASE CHECK THE AREAS THAT APPLY :

				TRAINING IN PROGRAM		
	USED THIS YEAR	EASY TO USE	DIFFICULT TO USE	NONE	OK	NOT ADEQUATE
1. RESPONSIVE ENVIRONMENT CORPORATION (REC)	___	___	___	___	___	___
2. DISTAR	___	___	___	___	___	___
3. ENRICHMENT THROUGH RADIO	___	___	___	___	___	___
4. PERCEPTUAL SKILLS EMPHASIS	___	___	___	___	___	___
5. EARLY CHILDHOOD CONTINUUM	___	___	___	___	___	___
6. MINI COURSE (MICRO-TEACHING USING THE VIDEOTAPE)	___	___	___	___	___	___
7. PARENT INVOLVEMENT	___	___	___	___	___	___
8. STAFF DEVELOPMENT (CAREER OPPORTUNITIES AND INSERVICE TRAINING)	___	___	___	___	___	___

9. OTHER PROGRAMS YOU HAVE USED (SPECIFY) ____________________

PARENT QUESTIONNAIRE

CHILD ______________________ SCHOOL ____________________

PERSON COMPLETING THIS FORM FATHER __ MOTHER __

GUARDIAN/OTHER __

NUMBER OF CHILDREN LIVING IN THE HOME ___

NUMBER OF PARENTS IN THE HOME ___

DO YOU WORK OUTSIDE THE HOME? YES ___ NO ___

DO BOTH PARENTS/GUARDIANS? YES ___ NO ___

1. HAS YOUR CHILD'S SCHOOL PROGRAM FOR THIS YEAR BEEN EXPLAINED TO YOU? A. YES ___ B. NO ___
2. DO YOU WANT TO KNOW MORE ABOUT WHAT YOUR CHILD IS LEARNING IN SCHOOL? A. YES ___ B. NO ___
3. ARE YOU PLEASED WITH YOUR CHILD'S PROGRAM THIS YEAR? A. YES ___ B. NO ___
4. WHAT DO YOU LIKE ABOUT THE PROGRAM?

____

____

5. WHAT DON'T YOU LIKE ABOUT THE PROGRAM?

____

____

6. WHO HELPED YOU LEARN ABOUT YOUR CHILD"S SCHOOL PROGRAM?

___ A. TEACHER,
___ B. TEACHER-AIDE
___ C. PRINCIPAL
___ D. YOUR CHILD
___ E. FRIENDS
___ F. OTHER (SPECIFY)

____

7. DO YOU WANT TO LEARN MORE ABOUT HOW YOU CAN HELP YOUR CHILD DO BETTER IN SCHOOL? YES ___ NO ___

8. IN WHICH OF THESE AREAS DO YOU WANT TO BE ABLE TO HELP YOUR CHILD MORE?

___A. SCHOOL WORK
___B. BEHAVIOR IN SCHOOL
___C. GETTING ALONG WITH OTHER CHILDREN
___D. COOPERATING AT HOME
___E. OTHER (SPECIFY) ________________________________

9. HAS YOUR CHILD'S TEACHER SUGGESTED THINGS YOU CAN DO TO HELP YOUR CHILD AT HOME? ___ YES ___ NO

10. WHAT DO YOU DO WITH YOUR CHILD THAT HAS BEEN SUGGESTED BY YOUR CHILD'S TEACHER?

____

____

11. HAVE YOU MADE ANY SUGGESTIONS TO YOUR CHILD'S TEACHER ABOUT THINGS THAT CAN BE DONE IN THE CLASSROOM?
___ YES ___ NO

12. HOW MANY TIMES HAVE YOU TALKED TO THE TEACHER ABOUT YOUR CHILD'S PROGRESS THIS YEAR?
__0 A.; __1-3 B.; __4-6 C.; __7-9 D.; __OVER 9 E.

13. HOW MANY TIMES HAVE YOU PARTICIPATED IN AN ACTIVITY (TRIP, HELP WITH A PROGRAM OR PROJECT, ETC.) AT YOUR CHILD'S SCHOOL THIS YEAR?
__0 A.: __1-3 B.; __4-6 C.; __7-9 D.; __OVER 9 E.

14. IS THERE A PARENT INVOLVEMENT GROUP AT YOUR CHILD' SCHOOL OTHER THAN THE PTA?
___ YES ___ NO

15. HOW MANY TIMES THIS YEAR HAVE YOU ATTENDED PARENT INVOLVEMENT MEETINGS OR ACTIVITIES? ______________

16. HAVE PARENT INVOLVEMENT MEETINGS AND ACTIVITIES BEEN HELPFUL TO YOU? __YES __NO __LITTLE

17. HOW MANY TIMES DURING THE YEAR HAS THE TEACHER CONTACTED YOU ABOUT:

___A. VISITING THE CLASSROOM
___B. HELPING IN THE CLASSROOM
___C. GOING ON A CLASS TRIP
___D. COMING TO A PARENT MEETING (NOT PTA)
___E. COMING TO A PROGRAM
___F. COMING TO A PARENT-TEACHER CONFERENCE
___G. OTHER (SPECIFY)

18. DO YOU FEEL YOU HAVE BEEN INVOLVED WITH YOUR CHILD'S SCHOOL THIS YEAR? ___ YES ___ NO

19. DO YOU FEEL PARENTS SHOULD BE ACTIVELY INVOLVED WITH THEIR CHILD'S SCHOOL? ___ YES ___ NO

20. DO YOU FEEL COMFORTABLE WITH YOUR CHILD'S TEACHER? (___ YES ___ NO) AND TEACHER-AIDE (___ YES ___ NO)

21. IF YOU HAVE BEEN INVOLVED WITH YOUR CHILD'S SCHOOL THIS YEAR, WHAT ARE YOUR REASONS FOR BEING INVOLVED? ____

____

____

22. IF YOU HAVE NOT PARTICIPATED, WHAT ARE YOUR REASONS FOR NOT PARTICIPATING? ____

____

____

23. WHAT ARE YOUR IDEAS FOR IMPROVING THE PRESCHOOL PROGRAM OR MAKING PARENT INVOLVEMENT ACTIVITIES MORE MEANINGFUL FOR YOU? ____

____

____

PRINCIPAL QUESTIONNAIRE

1. HOW LONG HAS THERE BEEN A PRESCHOOL PROGRAM IN YOUR SCHOOL? ______________________________

2. WHAT KIND OF SUPPORT (STAFF, MATERIALS, TRAINING, ETC.) DOES YOUR PRESCHOOL PROGRAM RECEIVE THROUGH THE TITLE I PRESCHOOL EXPANSION PROGRAM UNDER THE DIRECTOR OF PRESCHOOL PROGRAMS? ________

   ____

   ____

   ____

3. IN YOUR OPINION, WHAT BENEFITS HAVE CHILDREN DERIVED FROM THE PRESCHOOL PROGRAM AT YOUR SCHOOL ?

   ____

   ____

   ____

4. IF YOU WERE ASKED TO LIST PRIORITIES FOR YOUR SCHOOL USING YOUR REGULAR BUDGET, WOULD YOU INCLUDE A PRESCHOOL PROGRAM? YES ___ NO ___

5. IF THERE IS A PREKINDERGARTEN IN YOUR SCHOOL, FROM WHOM DOES YOUR PRESCHOOL TEACHER(S) RECEIVE SUPERVISION?
   ____ A. STAFF OF THE DIRECTOR OR PRESCHOOL PROGRAMS
   ____ B. REGIONAL STAFF IN CHARGE OF PRESCHOOL
   ____ C. OTHER (SPECIFY) ______________________

6. IN YOUR OPINION, DO YOUR PREKINDERGARTEN TEACHERS UNDERSTAND THE GOALS AND OBJECTIVES OF THE PREKINDERGARTEN PROGRAM OF THE PUBLIC SCHOOLS?
   YES ___ NO ___

7. ARE THESE GOALS STATED IN CLEAR, UNDERSTANDABLE TERMS?
   YES ___ NO ___

8. UPON WHOM DO YOU CALL FOR HELP IF YOU WANT TRAINING OR SUPPORT FOR YOUR PREKINDERGARTEN TEACHERS?

   ____

   FOR YOUR KINDERGARTEN TEACHERS? ______________________

   FOR YOUR FIRST GRADE TEACHERS? ______________________

9. HAS YOUR PREKINDERGARTEN AND/OR KINDERGARTEN STAFF PARTICIPATED IN STAFF DEVELOPMENT OFFERED BY THE OFFICE OF THE DIRECTOR OF PRESCHOOL PROGRAMS?
YES ___ NO ___

10. DOES YOUR PREKINDERGARTEN STAFF NEED MORE OF THE FOLLOWING:

				TEACHER	AIDE
A.	TRAINING	YES__	NO__	________	____
B.	PROFESSIONAL SUPPORT (IDEAS, INFORMATION ABOUT CURRICULUM, ETC.)	YES__	NO__	________	____
C.	SUPERVISION	YES__	NO__	________	____
D.	MATERIALS	YES__	NO__	________	____
E.	OTHER (SPECIFY)				

____

IF YES, HOW CAN PRESCHOOL ADMINISTRATION BE MORE SUPPORTIVE TO YOU? ______________________________

____

____

11. WHAT CURRICULUM DO YOUR PRIMARY TEACHERS USE (PLEASE CHECK)

		PRE-K	K	1ST
A.	OFFICIAL D. C. PUBLIC SCHOOL	_____	_	___
B.	ONE GIVEN BY THE PRINCIPAL	_____	_	___
C.	ONE DEVELOPED BY THE TEACHER	_____	_	___
D.	OTHER (SPECIFY) ______________________________			

12. HAS THERE BEEN A PARENT INVOLVEMENT PROGRAM IN YOUR PRIMARY GRADES (OTHER THAN PTA)?
YES ___ NO ___ A. AT PRE-K LEVEL
YES ___ NO ___ B. AT K LEVEL
YES ___ NO ___ C. AT FIRST GRADE LEVEL

13. DO YOU FEEL THAT PARENT INVOLVEMENT IS IMPORTANT FOR CHILDREN TO SUCCEED IN SCHOOL?
YES ___ NO ___

14. WHAT KIND OF THINGS HAVE YOU DONE TO SUPPORT OR ENCOURAGE PARENT INVOLVEMENT? ______________________

____

____

____

15. WHICH OF THESE PROGRAMS HAVE BEEN USED IN YOUR PREKINDERGARTEN OR KINDERGARTEN CLASSES THIS YEAR?

PROGRAM	GRADE LEVEL USED	MATERIALS ADEQUATE	TRAINING IN PROGRAM ADEQUATE
RESPONSIVE ENVIRONMENT CORPORATION (REC)	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
DISTAR	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
ENRICHMENT THROUGH RADIO	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
PERCEPTUAL SKILLS EMPHASIS	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
EARLY CHILDHOOD CONTINUUM	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
MINI COURSE	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW
PARENT INVOLVEMENT	___	__YES __NO __DON'T KNOW	__YES __NO __DON'T KNOW

16. WHAT RESPONSIBILITIES DO YOU FEEL PARAPROFESSIONALS CAN ASSUME IN THE CLASSROOM? (PLEASE CHECK)

___A. INSTRUCTIONAL RESPONSIBILITIES
___B. INDIVIDUAL HELP FOR CHILDREN
___C. CLASSROOM MANAGEMENT
___D. OTHER (SPECIFY) ________________________________

17. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE PREKINDERGARTEN PROGRAM?

____

____

____

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

SCHOOL OF EDUCATION

June 11, 1976

Administrative Questionnaire
Preschool Expansion Program Evaluation Project

1. What grade levels are considered a part of the Title I, Part C preschool program for which special funding was received?

   ____

2. What are the goals and specifications of Part C funding as they relate to preschool?

3. What are the goals for the preschool expansion program as developed by the D.C. public school system.

4. Do these goals differ from those of non-Title I preschool, and if so, how?

5. What is the criterion for deciding where to locate a preschool expansion program under Title I, Part C?

6. For what purpose are Title I, Part C funds used?

7. Who can receive technical assistance or training under the Title I, Part C program?

8. Are there federal or school guidelines governing the use of Title I funds?

9. Please attach a copy of the description of the population to be served by Title I, Part C funds.

10. Please indicate the length of time that the 33 schools have been in the preschool program and how Title I, Part C funds have been used in each of them for the last three years.

11. How were teachers introduced to the eight program components and how were the assignments of individual components made?

12. In the past four-years, what have been the formal opportunities for staff and professional development and training of the preschool expansion program personnel?

13. Delineate the accomplishments of the above staff development opportunities.

14. What kind and how frequent is the supervision of teachers in the Title I, Part C preschool program?

15. Do you have a responsibility of evaluating or assessing the performance of teachers and teacher-aides?

16. Describe your staff personnel, their roles and their length of time on your staff.

17. What procedures were used to inform teachers of the learning possibilities offered by each component and how to use the component?

18. Staff development that has taken place during the last four years___including the COP program. Please give details about the number of people who participated, when and with what results.

19. What major changes regarding your responsibilities and title have occurred in the past three to four years? Are any change anticipated in the near furture?

20. What changes would you propose in order to make the preschool expansion program more effective?

APPENDIX E

LETTERS OF CONSENT

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

SCHOOL OF EDUCATION

June 2, 1976

Dear Ms.________________________________,

Children from your classroom have participated in the Preschool Evaluation Program. Thank you for your kindness and cooperation with our testers. In addition to the information we have gathered on children, we would like to include in our evaluation the ideas and opinions of parents, teachers, teacher-aides and principals about the effectiveness of the Preschool Expansion Program.

Would you please send home the enclosed forms with the children whose names appear on the letter? Their parents are to fill out the forms, put them in the brown envelopes and return them to you. If you would kindly put the parents' brown envelopes back into this packet, one of our data collectors will return by Tuesday, June 11th to pick them up.

Teacher and teacher-aide forms will be arriving very shortly. Your ideas about the program will be a very important part of the evaluation.

Thank you.

Sincerely,

Sylvia E. Anderson

Sylvia E. Anderson
Project Coordinator
Preschool Evaluation Project

SEA:cnp
Enclosures

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
OFFICE OF PLANNING, RESEARCH AND EVALUATION
DIVISION OF RESEARCH AND EVALUATION
PRESIDENTIAL BUILDING — ROOM 1013
415 — 12TH STREET, N. W.
WASHINGTON, D. C. 20004

Tel. 724-4246

June 2, 1976

To the Parents or Guardians of ____________________________

Thank you for allowing your child to participate in the Preschool Evaluation Project. The information from this evaluation will be used to make preschool a better educational experience for children.

Parents are very important in the education of young children. Would you please answer the attached form and return it to your child's teacher in the brown envelope? Your ideas about your child's school program will be very helpful also in planning good programs for parents and children.

All information will be kept confidential. Your sealed envelope will be opened by the project staff who are working on the evaluation of the preschool program. In addition, the form which you receive contains an identification number for your child and not his or her name. Only the project director will have student names and student numbers.

Thank you very much for your help. If you have questions, please call Mrs. Bland, 724-4246.

Sincerely,

Mildred P. Cooper/B

Mildred P. Cooper, Assistant Superintendent
Division of Research and Evaluation

Sylvia E. Anderson

Sylvia E. Anderson, Project Coordinator
Howard University Preschool Evaluation Project

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SCHOOL OF EDUCATION

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

June 10, 1976

Dear Ms. ____________________________,

Children from your classroom have participated in the Preschool Evaluation Project. Again, thank you for your cooperation and support throughout our testing procedures.

Just as we are interested in information from children and parents, we feel the ideas and opinions of teachers are essential to the evaluation of the preschool program. The attached questionnaire is intended to give you an opportunity to express your ideas and opinions. If you have additional comments or concerns, please feel free to use the back page of the questionnaire to express them. Since preschool education is so closely linked to early primary experiences, we are asking kindergarten and first grade teachers to respond to the questionnaire also.

All information will be kept confidential. A brown envelope is attached to your questionnaire. Your sealed envelope will be opened by project staff only. In addition, the form you receive contains only a form number; there is no name or school name on the form. One of our data collectors will be in your school on Tuesday afternoon or Wednesday morning to pick up your completed forms. If you need additional time, please call me at 636-7343 or mail in your form to me in the attached envelope.

Your perspectives are very important. Your cooperation in responding to this questionnaire is greatly appreciated.

Thank you,

Sylvia E. Anderson

Sylvia E. Anderson
Project Coordinator
Preschool Evaluation Project

SEA:cnp
Attachment

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